

CANDIDATE INFORMATION

2008 MLA Elections

Contents

Background Information

Notes on Association Governance	1
Elections for Second Vice President, Executive Council, Delegate Assembly	1
Elections for Division Executive Committees	1
Abbreviations Used in Biographical Summaries	1

Candidate Information

Voting for Second Vice President	3
Voting for At-Large Members of the Executive Council	6
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	56
Region 7: Western United States and Western Canada	61

CANDIDATE INFORMATION

2008 MLA Elections

Note: To be counted, the official ballot that was mailed to all paid 2008 MLA members must be received at the MLA office no later than 10 December 2008.

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 Sept. 2008 *PMLA* 900–07 or 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. The official ballot was mailed to all 2008 MLA members at the beginning of October.
- Candidate information appears in the same order as the nominees' names appear on the 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.

Elections for Division Executive Committees

- Elections are held each fall to replace outgoing members of division executive committees. Nominations are made by the membership and by the division executive committees.
- The names of the candidates and instructions for voting appear on the ballot sheet.
- There is also space at the bottom of the ballot sheet for members to make nominations for the 2009 division executive committee elections. Names written in on the ballot will be forwarded to the appropriate division executive committees, which must select at least one nominee each year from the names suggested by the membership.

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

2 – Candidate Information

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 in 2009 and will automatically become first vice president in 2010, serving in that office through the close of the January 2011 convention, and president of the MLA in 2011, serving in that office through the close of the January 2012 convention. This year all nominees are from fields other than 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. (In 2009, the first vice president will be Sidonie Smith, English, Univ. of Michigan, Ann Arbor, and the president will be Catherine Porter, French, State Univ. of New York Coll. at Cortland.)

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 official ballot, 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.

Russell A. Berman. Walter A. Haas Prof. in the Humanities and prof. German studies and comparative lit., Stanford Univ.

PhD, Washington Univ. Previous appointment: Columbia Univ., 1990–91 Visiting appointment: Columbia Univ. Mellon Fellowship in the Humanities (Harvard Univ.), 1982–83; NEH fellowship (declined), 1989–90; Alexander von Humboldt fellowship, 1989–90. Outstanding Book Award (for *The Rise of the Modern German Novel*), German Studies Assn., 1988; Bundesverdienstkreuz, Federal Republic of Germany, 1997; Max Kade Prize (for best article in *German Quarterly*), AATG, 1998; Outstanding Book Award (for *Enlightenment or Empire*), German Studies Assn., 2000. Dir., NEH summer seminar, 1993, 2007; codir., NEH summer seminar, 2005. Exec. Comm., ADFL, 1998–2000; AATG; German Studies Assn.; ACLA; ACTFL. MLA activities: Delegate Assembly, 1985–87; Comm. on Resolutions, 1987; exec. comm., Div. on 19th- and Early-20th-Century German Lit., 1988–92, 2002–06; Program Comm., 1992–95; PMLA Ed. Board, 1995–97; Nominating Comm., 1998–99. Ed., *Telos*, 2004–. Ed. boards: *Telos*, 1979–; *German Quarterly*, 1987–94, 2007–; *Signale: Modern German Letters, Cultures, and Thought*, 2007; *South Central Review*; Modern German Culture and Literature, Univ. of Nebraska Press.

Publications include *Between Fontane and Tucholsky: Literary Criticism and the Public Sphere in Imperial Germany* (1983), *The Rise of the Modern German Novel: Crisis and Charisma* (1986), *Modern Culture and Critical Theory: Art, Politics, and the Legacy of the Frankfurt School* (1989), *Cultural Studies of Modern Germany: History, Representation, and Nationhood* (1993), *Enlightenment or Empire: Colonial Discourse in German Culture* (1998), *Anti-Americanism in Europe: A Cultural Problem* (2004), *Fiction Sets You Free: Literature, Liberty, and Western Culture* (2007); coed., *Schoenberg and Words: The Modernist Years* (2000), *Political and Religious Ideas in the Works of Arnold Schoenberg* (2000); contrib., *Public Art and Democracy* (1992), *Gender and Germanness: Cultural Productions of Nation* (1997), *Death in Venice: Case Studies in Contemporary Criticism* (1998), *Adorno: A Critical Reader* (2002), *Literature and Philosophy in Germany* (2002), *A Companion to the Works of Franz Kafka* (2002), *A Companion to German Realism, 1848–1900* (2002), *Sound Matters: Essays in the Acoustics of Modern German Culture* (2004), *Americanization and Anti-Americanism: The German Encounter with American Culture after 1945* (2005), *Not So Plain as Black and White: Afro-German Culture and History, 1890–2000* (2005), and others; articles in *New German Critique*, *Zeitgeschichte*, *Telos*, *Selecta*, *PMLA*, *German Quarterly*, *Monatshefte*, *Modern Language Studies*, *Stanford Italian Review*, *German Politics and Society*, *Theory, Culture, and Society*, *ADFL Bulletin*, *South Central Review*, *Vivens Homo*, *Stanford Humanities Review*, *Profession*, *European Studies Journal*, *Modern Language Quarterly*, *Internationale Politik*, *Hoover Digest*.

Statement

The core value of the MLA remains the promotion of teaching and scholarship in language and literature, broadly understood. The association's success with this agenda has made it a leader in the humanities and higher education. Members can be proud of these accomplishments and count on their continuation: through the distinguished publications program and lively conventions, through creative public outreach, and through forceful public advocacy for our professional concerns. These concerns include the working conditions in which we pursue our shared profession in a wide range of institutions. The MLA should be in the forefront of defending the integrity and fairness of academic employment practices, and it should work toward understanding new developments, such as the impact of changing publication opportunities on tenure evaluations. Our professional concerns also include the needs of students, above all maintaining and expanding access to the study of languages and literatures. A national debate about education is under way, both for K–12 and in colleges and universities; the status of literature and the humanities is by no means assured. It is therefore urgent that the MLA provide leadership in resisting any technocratic foreshortening of education; as important as math and science skills certainly are, an appropriate education for today's world cannot do without the abilities to read and write well, to interpret insightfully, and to think with agility among different languages, literatures, and cultures. The MLA is the professional organization best equipped to make this case within higher education, to government, and to the public.

Lawrence D. Kritzman. Prof. French and comparative lit., Dartmouth Coll.

PhD, Univ. of Michigan, Ann Arbor. Visiting appointments: Univ. of Michigan, Ann Arbor; Stanford Univ.; Harvard Univ. Mellon postdoctoral fellowship (Duke Univ.), 1979–80; ACLS travel grant, 1986; ACLS senior fellowship, 1989; Hewlett Foundation grant, 1993; Florence Gould Foundation fellowship, 1996, 1997, 1999, 2001. Elected member, Acad. of Literary Studies, 1986–; distinguished alumnus, Horace H. Rackham School of Grad. Studies, Univ. of Michigan, 1988; chevalier (1990) and officier (1994), Ordre des Palmes Académiques, French Natl. Ministry of Educ.; Edward Tuck Prof. of French, Dartmouth Coll., 1994–95; Ted and Helen Geisel Third Century Prof. in the Humanities, Dartmouth Coll., 1995–2003; Ordre du Mérite National, French govt., 2001; Morgan Lectureship, Dickinson Coll., 2001; Pat and John Rosenwald Research Prof. in the Arts and Sciences, Dartmouth Coll., 2003–07; Teacher of the Year Award, Dartmouth Coll., 2005–06; Scaglione Prize for French and Francophone Studies (for *The Columbia History of Twentieth-Century French Thought*), 2006; Ray and Pat Browne Award (for *The Columbia History of Twentieth-Century French Thought*), Popular Culture Assn./Amer. Culture Assn., 2007; bronze medal (for *The Columbia History of Twentieth-Century French Thought*), Independent Publisher Book Awards, 2007. Codir. (1994, 1995) and dir. (1997, 1999, 2001, 2003, 2005, 2007), Inst. of French Cultural Studies, Dartmouth Coll.; dir., Inst. of European Studies, Dartmouth Coll., 1999–2007. Visiting faculty, NEH summer inst., 1986, 1991, 1995. Consultancies: Canada Council for the Humanities, Chateaubriand Fellowships, French govt. grants, NEH, ACLS, Rockefeller Foundation, Natl. Public Radio, Bunting Inst. Sec., Amer. Council for French Social and Cultural Affairs, 1980–87; conseil administratif, Société des Amis de Montaigne, 1990–96; pres. and founder, Comm. for the Future of French Studies in the US, 1991–; advisory comm., Amer. Friends of Medem Library, 1996; ACLA; Natl. Writers Union. MLA activities: exec. comm., Discussion Group on Interdisciplinary Approaches to Culture and Society, 1982–86; Comm. on Teaching and Related Professional Activities, 1984–87; Elections Comm., 1989–90 (ch., 1990), *PMLA* Advisory Comm., 1992–96; exec. comm., Div. on 20th-Century French Lit., 1993–97; Ad Hoc Comm. on Teaching, 1998–2000; Scaglione Prize for Comparative Literary Studies Selection Comm., 2004–06 (ch., 2005–06); Program Comm., 2005–08; Nominating Comm., 2006–07 (ch., 2007); exec. comm., Div. on Psychological Approaches to Lit., 2007–11; *PMLA* Ed. Board, 2008–10. Features ed., New York Literary Forum, 1980–86; series ed., European Perspectives, Columbia Univ. Press, 1989–. Ed. or advisory boards: *Contemporary French Civilization*, 1977–; *Études montaignistes*, 1986–; *Studies in Twentieth Century Literature*, 1986–; *Montaigne Studies*, 1988–; *Continuum*, 1989–93; *Sites: The Journal of 20th-Century/Contemporary French Studies*, 1996–; *Substance*, 1997–; *French Politics and Society*, 1997–; *French Forum*, 1999–2003; *L'image*, 2001–; and others.

Publications include *Destruction / Découverte: Le fonctionnement de la rhétorique dans les Essais de Montaigne* (1980), *The Rhetoric of Sexuality and the Literature of the French Renaissance* (1991), *The*

Fabulous Imagination: On Montaigne's Essays (2008); ed., *Fragments: Incompletion and Discontinuity* (1981), *France under Mitterand* (1984), *Foucault: Politics, Philosophy, Culture* (1989), *Le signe et le texte* (1990), *Auschwitz and After: Race, Culture, and the "Jewish Question" in France* (1995), *Realms of Memory*, 3 vols. (1996–98), *The Columbia History of Twentieth-Century French Thought* (2005); joint ed., *Sans Autre Guide* (1999); contrib., *Sur des vers de Ronsard* (1990), *Freud, Lacan, and the Critique of Culture* (1991), *Writing the Renaissance* (1992), *Approaches to Teaching Montaigne's Essays* (1993), *Understanding French Poetry* (1993), *Les visages et les voix de Marguerite de Navarre* (1995), *French Culture Wars* (1995), *Monster Theory* (1996), *Distant Voices Still Heard: Contemporary Readings of French Renaissance Literature* (1998), *French Cultural Studies: Criticism at the Crossroads* (1999), *De Pontigny à Cérisy: Un siècle de rencontres* (2004), *Encyclopédie Montaigne* (2004), *Writing Lives* (2007), and others; articles in *Journal of European Studies*, *Modern Language Notes*, *Semiotica*, *Romanic Review*, *Yale French Studies*, *Substance*, *Poetics Today*, *Yale Journal of Criticism*, *Études rabelaisiennes*, *Le monde*, *Village Voice*, *French Forum*, *Journal of Medieval and Renaissance Studies*, *L'Esprit Créateur*, *Paragraph*, *Études montaignistes*, *Dispositio*, *Michigan Romance Studies*, and others.

Statement

The MLA should address how the emergence of new forms of knowledge and interdisciplinary work will affect the ways in which we teach and conduct research. We shall have to embrace the diversity of interests and engagements required by these changes, especially in language and literature study in universities and two- and four-year colleges. An institution as dynamic as the MLA has the opportunity to direct these changes and challenge the energy that motivates them. MLA groups and governing bodies, in conjunction with the membership, should reflect on how the current organization of divisions and groups might be expanded in the MLA's restructuring of its annual convention. Examples might include transnational cultures; environmental studies; teaching and digital technologies; the expansion of comparative studies in the literatures and languages of Africa, Asia, the Caribbean, and the Middle East; and the varieties of literatures in a particular linguistic tradition in a global context.

The teaching of language, literature, and composition in two- and four-year colleges should be made as central to the MLA as it is to our demographically and culturally changing world. In order to ensure a glorious future for our profession, we need to advocate for the future employment of our PhDs; ensure job security, benefits, and paths of promotion for adjunct faculty member; and actively recruit underrepresented minorities. The MLA must continue to lobby our representatives and senators in Washington to remind them why the study of language and literature is beneficial to living in a global world.

Nicolas Shumway. Tomás Rivera Regents Prof. of Spanish Lang. and Lit., Univ. of Texas, Austin.

PhD, Univ. of California, Los Angeles. Previous appointments: Indiana Univ. Northwest, 1976–78; Yale Univ., 1978–93. Visiting appointments: Univ. of São Paulo, Univ. of San Andrés (Buenos Aires), Universidad Torcuato Di Tella (Buenos Aires). Mellon fellowship (Yale Univ.), 1982; Morse Fellowship (Yale Univ.), 1986; Fulbright professorship, 2001 (Brazil), 2005 (Argentina). Honorary MA, Yale Univ., 1992. Dir., Teresa Lozano Long Inst. of Latin Amer. Studies, Univ. of Texas, Austin, 1995–2006. LASA. MLA activities: exec. comm., Div. on Latin Amer. Lit. from Independence to 1900, 1993–97; Comm. on Academic Freedom and Professional Rights and Responsibilities, 1995–98; Radio Comm., 2000–05; Exec. Council, 2005–06; ACLS delegate, 2007–10; Committee on Amendments to the Constitution, 2007–10.

Publications include *The Invention of Argentina* (1991), *La invención de la Argentina* (1994; rev. ed., 2005), *Español en español* [textbook, student manual, and teacher's manual] (1984; 2nd ed., 1988; 3rd ed., 1992; 4th ed., 1996); afterword, Teixeira Coelho Neto, *Niemeyer: Um Romance* (2001); contrib., *La cultura de un siglo: América Latina en sus revistas* (1999), *A imagem dos 500 anos: Reflexões irreverentes* (2002), *Latin American Writers* (2002), *Reading between the Lines: Perspectives on Foreign Language Literacy* (2003), *Ideologies of Hispanism* (2004), *Delirios de grandeza: Los mitos argentinos: Memoria, identidad, cultura* (2005), *Historia de la literatura hispanoamericana* (2006), *Derechos culturales y desarrollo humano* (2006), and others; articles in *Revista iberoamericana*, *Revista de estudios hispánicos*, *Annals of Scholarship*, *Texto crítico*, *Latin American Literary Review*, *Hispanic Review*, *Cuadernos americanos*.

Statement

I am proud of the MLA and its role in promoting literary studies and foreign language study. In addition to a solid scholarly record, I would bring to the presidency an extensive administrative background that includes directing a foreign language program at a highly selective private institution, chairing a large language and literature department at a major public university, and heading for eleven years an interdisciplinary Title VI national resource center in Latin American studies. As president of the MLA, I would address two major issues:

First, the MLA must persist in defending the value of humanistic studies. While we should continue expanding and questioning our approaches to the humanities, we must also reassert the necessity of humanistic study itself as essential to civilized society. Without apologies or timidity, we must affirm that the humanities offer ways of imagining and understanding other people, cultures, and generations that are simply not available in other disciplines.

Second, we must defend foreign language study as essential to greater understanding among individuals, nations, and supranational communities. In a world with increasing contact between diverse cultures, we cannot remain silent as language offerings are reduced and professional language faculty members are kept at the periphery of academe, often without full-time positions or decent wages and benefits. Nor can we let go unchallenged the notion that the growth of English as the world's supposed lingua franca will ever replace the insights gained from immersing oneself in the linguistic and cultural realities of other societies.

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

Three persons will be elected for four-year terms that will begin 1 January 2009 and run through the close of the January 2013 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 all these fields will continue to be represented on the council in 2009, candidates from any field may be elected this year. Moreover, because no designated field is represented by more than three council members, all three persons elected this year may be from the same 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 66.5% of the membership, they are constitutionally entitled to eight of the twelve at-large council seats. Since only five of the nine at-large members of the council with continuing terms in 2009 are regular members (see the listing below, in which student members are marked with an * and life members with a §), all three persons elected this year must be regular members.

- Carlos J. Alonso, Spanish, Columbia Univ. (2007–10)
- §Charles Altieri, English, Univ. of California, Berkeley (2006–09)
- *Sara Scott Armengot, comparative literature, Rochester Inst. of Tech. (2008–11)
- *Dorian F. Bell, comparative literature, Univ. of California, Irvine (2006–09)
- Anne Ruggles Gere, English, Univ. of Michigan, Ann Arbor (2006–09)
- Jane Harper, French, Tarrant County Coll., Northeast Campus, TX (2007–10)
- Francis Abiola Irele, African and African American studies, Harvard Univ. (2007–10)
- §George Levine, English, Rutgers Univ., New Brunswick (2008–11)
- Lynne Tatlock, German, Washington Univ. (2008–11)

Vote for any three nominees.

Jennifer Crewe. Assoc. dir. and ed. dir., Columbia Univ. Press.

MFA, Columbia Univ. Previous employment: College Dept., Charles Scribner's Sons, 1982–84; College Dept., Macmillan, Inc., 1984–86. 2006 Constituency Award (for leadership and service to the university press community), Assn. of Amer. Univ. Presses. Guest speaker, Publishing Inst., New York Univ.; roundtable participant, Social Science Translation Project, ACLS. Conference presentations: MLA, Soc. for Cinema Studies, Assn. for Asian Studies, Assn. of Amer. Univ. Presses. Program comm., Soc. for Scholarly Publishing, 1999–2000; Professional Development Comm. ch. (1999–2003) and board of directors (2001–04), Assn. of Amer. Univ. Presses; Books Comm., Professional and Scholarly Publishing, Assn. of Amer. Publishers, 2006–; Assn. for Asian Studies; Amer. Acad. of Religion; Soc. for Cinema and Media Studies. MLA activities: Advisory Comm. on the *MLA International Bibliography*, 1995–98 (ch., 1997–98); Comm. on Scholarly Editions, 2007–11.

Publications include contrib., *Revising Your Dissertation: Advice from Leading Editors* (2004); articles in *Asian Studies Newsletter*, *Profession*; interview in *Minnesota Review*.

Statement

I have been a member of the MLA for more than twenty years; I have served on the bibliography committee and currently serve on the Committee on Scholarly Editions. I have participated in a number of publishing-related panels at the annual convention over the years and published on that topic. I have been very close to literary scholarship all my professional life, having served as a publisher in this area for close to thirty years, in the fields of American and European literatures and translation as well as Asian literatures and languages, film studies, and gender studies. Trends in methods of scholarship and trends in areas of study and the redefinition of fields have of course come and gone. But since I started out the profession has witnessed dramatic and irreversible changes in scholarly publishing and in the accreditation of junior scholars. Ever-increasing publication requirements for young scholars who are up for tenure and promotion are concurrent with a dramatic decrease in the numbers of monographs—particularly revised dissertations—that are sold to libraries and to individuals. Should I have the honor to serve on the Executive Council I would work to further awareness of the transformation of scholarly publishing and to help the organization address the publishing needs of younger scholars and recognize the importance of digital scholarship and digital publication in the profession. In addition, I would work to make the organization as inclusive as possible to all the world's literatures and languages.

Michael Davidson. Distinguished Prof. of Lit., Univ. of California, San Diego.

PhD, Univ. at Buffalo, State Univ. of New York. Visiting appointment: San Diego State Univ. NEA Creative Writing Award, 1976–77; California Council for the Humanities grant, 1979, Sept. 1980–Jan. 1981; Fund for Poetry award, 1993, 1995; faculty research award, Academic Senate, Univ. of California, San Diego, 2002–03. Roy Harvey Pearce Prize, Archive for New Poetry, Univ. of California, San Diego, 2005. ASA, Modernist Studies Assn., Soc. for Disability Studies. MLA activities: Comm. on Disability Issues in the Profession, 1999–2003 (coch., 2001–03); *PMLA* Advisory Comm., 2000–03; exec. comm., Div. on Poetry, 2007–11. Coch., ed. board, Univ. of California Press, 1990–94. Ed. or advisory boards: *Contemporary Literature*, 1995–; Contemporary North American Poetry, Univ. of Iowa Press, 2005–; *Journal of Literary Disability*, 2006–; Flashpoints, Univ. of California Press, 2007–; *Sagetrieb: Poetry and Poetics after Modernism*.

Publications include *The Mutabilities* (poetry, 1973), *Grillwork* (poetry, 1980), *The Prose of Fact* (poetry, 1981), *The Landing of Rochambeau* (poetry, 1985), *Analogy of the Ion* (poetry, 1988), *The San Francisco Renaissance: Poetics and Community at Mid-Century* (1989), *Post Hoc* (poetry, 1990), *Ghostlier Demarcations: Modern Poetry and the Material Word* (1997), *The Arcades* (poetry, 1998), *Guys Like Us: Citing Masculinity in Cold War Poetics* (2003), *Concerto for the Left Hand: Disability and the Defamiliar Body* (2008); coau., *Leningrad* (poetry, 1991); ed., *The New Collected Poems of George Oppen* (2002); contrib. (poetry), *Palmer/Davidson: Poets and Critics Respond to the Poetry of Michael Palmer and Michael Davidson* (1992), *Postmodern American Poetry: A Norton Anthology* (1994), *From the Other Side of the Century: A New American Poetry 1960–1990* (1994), *In the American Tree* (2002), *Nuova poesia americana* (2005), and others; contrib. (criticism), *The New Princeton Encyclopedia of Poetry and Poetics* (1993), *Cruising the Performative: Interventions into the Representation of Ethnicity, Nationality, and Sexuality*

(1995), *Breaking Bounds: Whitman and American Cultural Studies* (1996), *Sound States: Acoustical Technologies and Modern and Postmodern Writing* (1997), *Beyond the Binary: American Identity and Multiculturalism* (1999), *Disability Studies: Enabling the Humanities* (2002), *A Concise Companion to Twentieth-Century American Poetry* (2005), *The Disability Studies Reader* (2nd ed., 2006), and others; articles in *Boundary 2*, *ELH*, *New York Times Book Review*, *American Literature*, *Journal of Aesthetics and Art Criticism*, *Contemporary Literature*, *Genre*, *Fragmente*, *American Literary History*, *Poetics Journal*, *Keats-Shelley Journal*, *Sagetrieb*, *Western American Literature*, *Fracture*, *GLQ*, *PMLA*, *Cross-Cultural Poetics*, and others.

Statement

As a poet, scholar, and humanist, I want to contribute to the MLA as the academy rethinks the work of literature within the challenges and opportunities of a digital, increasingly global, and corporatizing age. As the university moves toward a model that emphasizes development, private funding, and distance learning, the study of languages and literatures must be sustained and defended against being reduced to a service sector of education. The MLA has a crucial role in this activity, defining the humanities as they contribute to global communication, social policy, and cultural diversity. As a former cochair of the Committee on Disability Issues in the Profession I have seen the MLA work proactively to create access for nontraditional constituencies and disciplinary methodologies. This advocacy extends to the treatment of adjunct faculty members, independent scholars, and graduate instructors. On a different but related front, I share the association's concerns over the decline of second language instruction and would strongly support an initiative to review disciplinarity across national language areas. Finally, it seems increasingly important for us to define what we do as literary scholars at a time when disciplinary boundaries are being blurred and redefined. These changes represent invigorating developments in the discipline, yet they sometimes prompt administrators and academics in other fields to question whether literary study has a true vocation. The MLA can take the lead in advocating not only for the diverse directions literary study is going but also for the constituencies for whom it remains a value.

Michael R. Katz. C. V. Starr Prof. of Russian and East European Studies, Middlebury Coll.

PhD, Oxford Univ. Dean, Lang. Schools and Schools Abroad, Middlebury Coll., 1998–2004. Previous appointments: Williams Coll., 1972–83; Univ. of Texas, Austin (prof. and ch., Dept. of Slavic Langs.; dir., Title VI Center for Russian and East European Studies), 1984–97. Visiting appointments: Univ. of California, Berkeley; Dartmouth Coll.; Univ. of North Carolina, Chapel Hill. Keasbey Memorial Scholarship, 1966–70, 1971–72; IREX grad. student fellowship, 1970–71; NEH translation grant, 1979–80; IREX senior scholarship, 1983; ACLS travel grant, 1986; IREX Acad. of Sciences fellowship, 1989; Fulbright group seminar abroad, 1989; participant, NEH summer inst., 2007. Max Hayward Translation Prize, Translation Center, Columbia Univ., 1983; Slavic Teacher of the Year Award, Texas Foreign Lang. Teachers' Assn., 1990; Award for Distinguished Service to AATSEEL, 2000; Award for Distinguished Service to the Profession, ADFL, 2005. Dir., NEH in-service inst., 1992–95. Advisory board, Center for the Study of Democracy (Sofia, Bulgaria), 1988–. Board of directors, Amer. Council of Teachers of Russian, 1988–2001; vice pres. (1989–92), pres. elect (1995–96), pres. (1997–98), and past pres. (1999–2000), AATSEEL; ADFL Exec. Comm., 2000–02; AAASS; ACTFL. MLA activities: Delegate Assembly, 1989–91; Texts and Translations Series Ed. Board, 1991–2000; English–Foreign Lang. Conference Planning Comm., 2001–02; Lang. Map Advisory Comm., 2005–06.

Publications include *The Literary Ballad in Early Nineteenth-Century Russian Literature* (1976), *Dreams and the Unconscious in Nineteenth-Century Russian Fiction* (1984); annotated translations, Alexander Herzen, *Who Is to Blame?* (1984), Nikolai Chernyshevsky, *What Is to Be Done?* (1989), Fyodor Dostoevsky, *Notes from Underground* (1989; 2nd ed., 2001), *Tolstoy's Short Fiction* (1991; 2nd ed., 2008), Fyodor Dostoevsky, *Devils* (1992, 1999), Alexander Druzhinin, *Polinka Saks and the Story of Aleksei Dmitrich* (1992), Ivan Turgenev, *Fathers and Sons* (1994), Nikolai Chernyshevsky, *Prologue* (1995), Evgeniya Tur, *Antonina* (1997), Mikhail Artsybashev, *Sanin* (2001), Vladimir Jabotinsky, *The Five* (2005), Vladimir Pecherin, *Notes from Beyond the Grave; or, Apologia Pro Vita Mea* (2008); contrib., *The Old and New World Romanticism of Washington Irving* (1986), *Studies in Russian and German* (1988), *Issues in Russian Literature before 1917* (1989), *People of the Book* (1996), *Gender and Sexuality in Russian*

Civilization (2001); articles in *Oxford Slavonic Papers*, *Slavic Review*, *Slavic and East European Journal*, *Dostoevsky Studies*, *ADFL Bulletin*, *New England Review*, *Southwest Review*, *Moriya*.

Statement

I am honored by this nomination to stand for election to the Executive Council. While I have taught language, area studies, culture, and world literature, my first love was and always will be 19th-century Russian literature. I believe in the interdependence of language, literature, culture, and applied linguistics and value collaboration as essential in accomplishing the aims of the MLA. I am an advocate for the less commonly taught languages. As a supporter of language in elementary and middle school, I will work to promote alliances between K–12 teachers and those in higher education. As a literary translator, I will advocate for more programs in translation and interpretation. I am eager to work with the Executive Council to implement the recommendations in the 2007 report of the MLA Ad Hoc Committee on Foreign Languages and will also promote cooperation between language departments and English programs. Finally, I hope to use international institutional contacts developed through my work to explore partnerships between the MLA and language associations outside the United States. My career spans thirty-five years as a teacher, researcher, and administrator, including fourteen years as department chair and director of a federally funded language and area center at a large state university and eight years as dean of language schools and schools abroad at a small private liberal arts college.

Randolph D. Pope. Commonwealth Prof. of Spanish and Comparative Lit., Univ. of Virginia.

PhD, Columbia Univ. Ch., Dept. of Spanish, Italian, and Portuguese, Univ. of Virginia, Aug. 2004–July 2007; dir., Prog. in Comparative Lit., Univ. of Virginia, Aug. 2008–. Previous appointments: Washington Univ., 1985–2001; Vassar Coll., 1982–85; Dartmouth Coll., 1976–83; Univ. of Bonn, 1973–76; Barnard Coll., 1969–73. Visiting appointments: Univ. of Colorado, Boulder; Tübingen Univ. Fulbright Scholarship for Grad. Study, 1968–69; Germanistic Soc. grant, summer 1971; Kemper Faculty Grant to Improve Learning, Washington Univ., 1992, 1997; NEH research fellowship, 1993–94. Dir., NEH summer seminar, 1991, 1993. Dir., Spanish Summer School, Middlebury Coll., 1982–86. Exec. comm., MMLA, 1991–94; member (1998–), vice pres. (2001–04), and ch. (2006–), Coordinating Comm. for Comparative Lit. History, ICLA; Exec. Comm. (2006–08) and pres. (2008), ADFL; Asociación Internacional de Hispanistas; Twentieth Century Spanish Assn. of America; ACLA. MLA activities: Katherine Singer Kovacs Prize Selection Comm., 1994–96; exec. comm., Div. on 20th-Century Spanish Lit., 1994–98; Delegate Assembly 1996–98; Comm. on Honors and Awards, 1996–99, 2004–07 (ch., 2006–07); Advisory Comm. on Foreign Langs. and Lits., 1998–2001 (ch., 2000–01); Teagle Foundation Grant Working Group, 2007–08. Ed. (1985, 1991–99) and coed. (1999–2002), *Revista de estudios hispánicos*; coed., H-CLC: The List for Computers in Literary Studies, 1995–97; founding coed., Ediciones del Norte, 1978–88. Ed. boards: *España contemporánea*, *Latin American Literary Review*, *Hofstra Hispanic Review*, Purdue Univ. Press, *Bilingual Review / Revista Bilingüe*, *Revista hispánica moderna*, *Códice*.

Publications include *La autobiografía española hasta Torres Villarreal* (1974), *Novela de emergencia: España, 1939–1954* (1984), *Understanding Juan Goytisolo* (1995); ed. and contrib., *The Analysis of Literary Texts: Current Trends in Methodology* (1980); coed. and contrib., *Generation X Rocks: Contemporary Peninsular Fiction, Film, and Rock Culture* (2007); contrib., *Literature, the Arts, and Democracy: Spain in the Eighties* (1990), *European Writers: The Twentieth Century* (1990), *Women Writers of Contemporary Spain: Exiles in the Homeland* (1990), *The Picaresque: A Symposium on the Rogue's Tale* (1994), *Autobiografía y escritura* (1994), *The Garden across the Border* (1994), *Borders and Margins: Post-colonialism and Post-modernism* (1995), *The Cambridge History of Latin American Literature*, vol. 2 (1996), *Intertextual Pursuits: Literary Mediations in Modern Spanish Narrative* (1998), *The Cambridge Companion to Spanish Literature* (1999), *Savoir et littérature / Literature, the Humanities, and the Social Sciences* (2002), *The Cambridge Companion to the Spanish Novel from 1600 to the Present* (2003), *Literary Cultures of Latin America: A Comparative History* (2004), *Dictionary of Literary Biography*, vol. 322 (2006), *Naciones literarias* (2006), *Mario Vargas Llosa and the Persistence of Memory* (2006), *Teaching Representations of the Spanish Civil War* (2007), and others; articles in *Revista iberoamericana*, *Hispanic Review*, *Anales cervantinos*, *Anthropos*, *Siglo XX / 20th Century*, *Cervantes*, *Insula*, *Journal of International Literary Studies*, *Revista hispánica moderna*, *ADFL Bulletin*, *Profession*, *PMLA*, *Anales de la literatura*

española contemporánea, Lateral: Revista de cultura, Neohelicon, Revista canadiense de estudios hispánicos, Bulletin of Hispanic Studies, and others.

Statement

Every day MLA members accomplish the admirable feat of teaching language, literature, and culture in thousands of institutions across the United States and abroad, in a great variety of conditions, usually uncelebrated, underpaid, overworked, and under increasing obligations and escalating expectations. While most people agree that it is crucial to educate our students to express themselves better, to understand complex arguments, to know their own tradition, and to appreciate foreign creativity, we still need to fight strenuously for resources and fair representation in our institutions. Issues of gender discrimination, diversity, and disparity in appointments continue to challenge us. The tenure process needs reconsideration, and tenure itself, reaffirmation.

In the years I have served on different MLA committees and participated in the convention, I have found that the association not only addresses the problems I indicate above but also provides useful and practical orientation by being a provider of accurate information, a defender of our rights, and a convener of colleagues who give us valuable reports allowing us to reframe our local issues in a broader reality.

As a professor of Spanish I have participated over the last three decades in a vast and profound reconfiguration of my area, still in progress. As a comparatist, I am most aware of the need to support all languages our students want and need to study. I wish to serve on the MLA Executive Council because I know we must work together. There is not only opportunity but also peril on the horizon.

Karin C. Ryding. Sultan Qaboos bin Said Prof. of Arabic, Georgetown Univ.

PhD, Georgetown Univ. Previous appointments: Lang. Training Supervisor, Foreign Service Inst., US Dept. of State, 1980–86; School of Advanced Intl. Studies, Johns Hopkins Univ., 1976–78. Natl. Flagship Lang. Initiative grant (principal investigator and project adviser for intensive Arabic lang. prog. at Georgetown Univ.), Natl. Security Educ. Prog., 2005–08. Advisory and review comm., Arabic Summer School, Middlebury Coll., 1981–87; board of advisers, Amer. Global Studies Inst. (Monterey, CA); advisory board, Natl. Middle East Lang. Resource Center, Brigham Young Univ., Provo. Exec. Comm., ADFL, 1995–98; pres., Amer. Assn. of Teachers of Arabic, 2007–08. MLA activities: Ad Hoc Comm. on Foreign Langs., 2004–06. Series ed., *Classics in Arabic Language and Linguistics*, Georgetown Univ. Press.

Publications include *Formal Spoken Arabic; Basic Course* (1990; 2nd ed., 2005), *A Reference Grammar of Modern Standard Arabic* (2005); coau., *Saudi Arabic Familiarization Course* (1990), *Formal Spoken Arabic: FAST Course* (1993; rpt., 2005); ed., *Early Medieval Arabic: Studies on al-Khalil ibn Ahmad* (1998); contrib., *Perspectives on Arabic Linguistics IV* (1992), *Georgetown University Round Table on Languages and Linguistics 1993* (1993), *Teaching of Arabic as a Foreign Language: Issues and Directions* (1995), *History of Linguistics 1993* (1995), *Content-Based Instruction for Foreign Language Classrooms* (1997), *Encyclopedia of Arabic Language and Linguistics*, vol. 1 (2005), vol. 2 (2006), *A Handbook for Arabic Language Teaching Professionals in the Twenty-First Century* (2006), *Encyclopaedia of the History of Science, Technology, and Medicine in Non-Western Cultures* (2nd ed., 2006), *The Oxford Encyclopedia of the Islamic World* (2007); articles in *ADFL Bulletin*, *Ambix: The Journal of the Society for the History of Alchemy and Chemistry*, *Theory into Practice*, *Modern Language Journal*, *International Journal of Islamic and Arabic Studies*, *Al-Arabiyya*; review articles in *Language*, *Historiographia Linguistica*.

Statement

The dialogue between Middle Eastern and Western civilizations has often been fraught; it has sometimes been fractured and dissonant; it has almost always been tentative. As a professor of Arabic language and linguistics, and a member of the MLA Ad Hoc Committee on Foreign Languages, I see the MLA's role as pivotal in assuring exploration of new curricular models that go beyond national security priorities, that build on a broad, intellectually driven base, that are highly visible, and that fortify our fields across the board. According to the latest MLA enrollment survey, Arabic, Japanese, and Chinese now rank in the top ten languages with largest enrollments in the United States. These three languages also rank in the top four most difficult languages to learn, according to State Department criteria (measured in length of time needed to achieve specific levels of proficiency). The face of university foreign language scholarship is therefore shifting to include major teaching and research challenges in non-Western languages and cultures.

The ad hoc committee's report and recommendations stake out the intent of the MLA leadership to reexamine traditional learning goals and structures and to realign itself with professional and advocacy groups for an agenda that is both short-term and long-term, academic and public. I'd like to see the MLA continue to advance enlightened foreign language policy through enabling dialogue among leaders in academe and government by means of seminars, programs, roundtables, conferences, publications, and other initiatives.

Dana A. Williams. Assoc. prof. English, Howard Univ.

PhD, Howard Univ. Dir. of Undergrad. Studies, Dept. of English, Howard Univ., 2006–. Previous appointment: Louisiana State Univ., Baton Rouge, 1999–2003. Ford Foundation postdoctoral scholar (Northwestern Univ.), 1999–2000; Manship Summer Fellowship Award, Louisiana State Univ., Baton Rouge, 2001; faculty research grant in the humanities, Howard Univ., 2006–08; HBCU faculty fellow, John Hope Franklin Humanities Inst., Duke Univ., 2008–09. Teacher of the Year, Honors Prog., Coll. of Arts and Sciences, Howard Univ., 2006–07. Advisory board, August Wilson Soc., 2007–; Black Studies Comm., CLA; Toni Morrison Soc. MLA activities: Comm. on the Lits. of People of Color in the United States and Canada, 2006–09.

Publications include *Contemporary African American Female Playwrights: An Annotated Bibliography* (1998), *"In the Light of Likeness—Transformed": The Literary Art of Leon Forrest* (2005); ed., *Conversations with Leon Forrest* (2007), *African American Humor, Irony, and Satire: Ishmael Reed, Satirically Speaking* (2007); coed., *August Wilson and Black Aesthetics* (2004); contrib., *African American Novelists: A Bio-bibliographical Sourcebook* (1999), *Encyclopedia of African-American Literature* (2007), *From the Plantation to the Prison: African American Confinement Literature* (2008), *New Essays on the African American Novel: From Hurston and Ellison to Morrison and Whitehead* (2008); articles in *Studies in American Fiction*, *African American Review*, *CLA Journal*, *Profession*, *International Journal of the Humanities*, *Bulletin of Bibliography*, *Zora Neale Hurston Forum*.

Statement

The MLA must continue to be involved in national and international conversations related to the study of language, literature, and the humanities as all three relate to the world at large. As a member of the Committee on the Literatures of People of Color in the United States and Canada and as associate chair of the Department of English at Howard University, I am especially interested in furthering this objective as it relates to peoples of color. If we are to believe that language and literature have the potential to be liberating, we must commit ourselves to finding ways to address the challenges that ethnic minorities face in the profession, in the academy, and in the broader world. While I am aware of the need to strengthen the study of the humanities on all levels, I am particularly concerned with graduate students and with junior faculty members, as it is among these ranks that the future of the profession will be shaped ideologically and otherwise. As trained humanists, we should all help create a world that is peopled with a literate citizenry. A crucial element of that literacy involves informed and critically engaging awareness about peoples of color and their relation to the world. As one of the world's largest organizations committed to the study of language, literature, and the humanities, the MLA is sufficiently poised to make an impact on the way we view the world and the way the world views itself.

Kathleen Woodward. Prof. English and dir., Simpson Center for the Humanities, Univ. of Washington, Seattle.

PhD, Univ. of California, San Diego. Previous appointments: Univ. of Wisconsin, Milwaukee, 1977–2000; dir., Center for Twentieth Century Studies, Univ. of Wisconsin, Milwaukee, 1981–2000. Visiting appointments: Univ. of Aix-Marseilles, 1970; École des Hautes Études en Science Sociales (Paris), 1991; Inst. for the Humanities, Univ. of Michigan, 1996. Fellow, Center for Twentieth Century Studies, Univ. of Wisconsin, Milwaukee, 1978–79; Camargo Foundation fellowship, fall 1984. Project dir. or codir.: grant for *Cream City Review*, Wisconsin Arts Board, 1980–81; research conference grant, NEH, 1983; writers-in-residence grant, NEA, 1984–85; fellowship prog. in age studies, Rockefeller Foundation, 1994–98; development grant (for Consortium of Humanities Centers and Institutes), Rockefeller Foundation, 1998–2001; conference grant, Rockefeller Foundation, 2000–01; postdoctoral fellowship grant (to Simpson

Center for the Humanities), Woodrow Wilson Natl. Fellowship Foundation, 2001–04. Award for Excellence in Research, Univ. of Wisconsin, Milwaukee, Foundation, 1983; Chevalier dans l'Ordre des Palmes Académiques, French Natl. Ministry of Educ., 1989; First Annual Distinguished Alumni Award, Dept. of Lit., Univ. of California, San Diego, May 2001; Thorud Leadership Award, Univ. of Washington, 2008. Natl. board of consultants, NEH, 1979–82; projects advisory board, Intl. Longevity Center (New York), 1990–; senior fellow and advisory board member (in social sciences and humanities), Brookdale Foundation (New York), 1992–; advisory board (1992–) and pres. (1995–2001), Consortium of Humanities Centers and Institutes; ch., natl. advisory board, *Imagining America: Artists and Scholars in Public Life*, 2000–05; board of directors, Natl. Humanities Alliance, 2003–; steering comm., Humanities, Arts, Sciences, and Technology Advanced Collaboratory, 2005–. Natl. Comm. of the Arts and Humanities, Gerontological Soc. of America, 1980–84; Soc. for Lit. and Science; Intl. Assn. for Philosophy and Lit. MLA activities: exec. comm., Div. on 20th-Century Amer. Lit., 1987–91; exec. comm., Div. on Psychological Approaches to Lit., 1995–99; Comm. on the Status of Women in the Profession, 2004–07 (coch., 2006–07). Series ed., *Theories of Contemporary Culture*, Indiana Univ. Press, 1983–2000; coed., *Discourse: Journal for Theoretical Studies in Media and Culture*, 1986–95; series assoc. ed., *Age Studies*, Univ. of Virginia Press, 1993–2000; series coed., *Short Studies*, Univ. of Washington Press, 2000–. Ed. or advisory boards: *Journal of Aging Studies*, 1988–91; *In Vivo: The Cultural Mediations of Biomedical Science*, Univ. of Washington Press, 2003–; *Vectors: Culture and Technology in a Dynamic Vernacular* (e-journal), 2004–; *Journal of Aging, the Humanities, and the Arts*, 2006–.

Publications include *Paul Blackburn: A Checklist* (1980), *At Last, the Real Distinguished Thing: The Late Poems of Eliot, Pound, Stevens, and Williams* (1980), *Aging and Its Discontents: Freud and Other Fictions* (1991); ed., *The Myths of Information: Technology and Postindustrial Culture* (1980), *Figuring Age: Women, Bodies, Generations* (1999); coed., *Aging and the Elderly: Humanistic Perspectives in Gerontology* (1978), *The Technological Imagination: Theories and Fictions* (1980), *Memory and Desire: Aging—Literature—Psychoanalysis* (1986); contrib., *Aging and Gender in Literature: Studies in Creativity* (1993), *Culture on the Brink: Ideologies of Technology* (1994), *Psychoanalysis, Feminism, and the Future of Gender* (1994), *Anne Tyler: Novelist* (1994), *Images of Aging: Cultural Representations of Later Life* (1995), *Ethics and Aesthetics: The Moral Turn of Postmodernism* (1995), *Freud and the Passions* (1996), *Emotion in Postmodernism* (1997), *Symbols, Images, and Stereotypes: Historical and Existential Experience* (2000), *Postmodernism and the “Fin de Siècle”* (2002), *Discourse, the Body, and Identity* (2003), *Data Made Flesh: Embodying Information* (2003), and others; articles in *Cultural Critique*, *Indiana Law Journal*, *Differences*, *Journal of Aging and Identity*, *American Literary History*, *National Women’s Studies Association Journal*, *Tulsa Studies in Women’s Literature*, *Kenyon Review*, *Women’s Review of Books*, *South Atlantic Review*, *Studies in the Novel*, *Modern Fiction Studies*, *L’Esprit Créateur*, *Generations*, *Discourse*, *Substance*, *Journal of the Melanie Klein Society*, *Contemporary Literature*, *North Dakota Quarterly*, *Quarterly: A Journal of Long Term Care*, *Southern Humanities Review*, *Dickensian*, and others.

Statement

As the director of a humanities center and a member of our profession, my goals include creating programs to support the research of faculty members across all phases of their careers, seeding projects in the digital humanities, working with area studies programs to internationalize research and teaching, establishing forums for cross-disciplinary exchange, and developing programs in the public humanities. As the largest learned society in the humanities, the MLA plays a powerful role in advocating for the importance of our research and teaching and in helping to inspire change in specific ways. Most recently I have seen this firsthand serving on the MLA’s Committee on the Status of Women in the Profession, in particular through involvement in the Associate Professor Survey. What special initiatives might the MLA undertake? I would like to see us work with national organizations to increase significantly the opportunities for fellowship support (both individual and collaborative) beyond the postdoctoral level. I would like to see the MLA press for innovation in the domain of the digital humanities, which can powerfully present our scholarship to larger publics, and advocate for more resources for the study of Middle Eastern and Asian languages and culture. New ideas emerge in great part from the cross-pollination of the disciplines, and I would like to see us invent new spaces where this can happen within our own organization. Finally, I would like to see us make recommendations for ways in which the public humanities can be integrated into doctoral education.

Part III: Voting for Special-Interest Delegates

Twenty persons will be elected to replace delegates whose terms expire on 31 December 2008. The term of office will be from 1 January 2009 through the close of the January 2012 convention. The numbers preceding the nominees' names correspond to the numbers assigned to the nominees on the ballot sheet.

The names of the thirty-four special-interest delegates with continuing terms in 2009 appear on page 873 of the September 2008 *PMLA*.

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

I. Continuing and Distance Education (1 contest)

10. **Jo Anne Shea.** Assoc. dean continuing educ. and dir., Univ. Extension, Univ. of Texas, Austin. PhD, Univ. of Texas, Austin.

11. **Ashley Tarbet.** Coord., Undergrad. Enrichment Prog., Coll. of the Liberal Arts, Penn State Univ., University Park; instructor English, Penn State Univ., World Campus.

MA, Penn State Univ. Institutional service (Penn State Univ.): Grad. Studies Comm., Dept. of English, 2006–07; coord., Academic Integrity Comm., Coll. of the Liberal Arts, 2007–. Grad. Scholar, Dept. of English, Penn State Univ., 2004–07. Interdepartmental Excellence in Teaching Award, Dept. of English, Penn State Univ., spring 2006. Natl. Soc. for Experiential Educ., Amer. Coll. Personnel Assn.

Statement

I appreciate this nomination and the opportunity to represent continuing and distance education in the MLA Delegate Assembly.

As the undergraduate enrichment coordinator for the College of the Liberal Arts at Penn State University, I construct and evaluate experiences that take our residential students out of the traditional classroom and into the realm of experiential learning. My current focus is twofold: increasing for-credit internships among our students and improving the academic components of our internship courses, completed online. I am specifically interested in the ways in which writing, both reflective and analytical, can be best incorporated with experiential learning activities.

My recent experience as a World Campus instructor for the Department of English at Penn State, an institution with a long, rich history in innovative distance education, has also encouraged me to explore the special circumstances of continuing education students. I believe that we should all work to meet these students where they are, creating courses that combine real-world experiential learning components (such as an internship in a new industry or a service learning experience) with targeted, carefully constructed writing assignments that allow them to explore and participate fully in the rhetoric of these environments.

II. Disability Issues (1 contest)

12. **Todd R. Ramlow.** Adjunct prof. women's studies and English, George Washington Univ. PhD, George Washington Univ.

Publications include articles in *MELUS*, *Rhizomes*, *GLQ: A Journal of Lesbian and Gay Studies*.

Statement

I am honored to accept the nomination for election to the MLA Delegate Assembly in the special-interest seat representing disability issues in the profession. The MLA has a long history of minority and diversity recognition and inclusion that is directly relevant to disability issues. One of the issues we must contend with in a privatizing, neoliberal university is the question of access to and accessibility of institutional spaces and how to make those spaces more open to all, a struggle with clear historical

connections to disability rights and activism. I would welcome the opportunity to actively represent the interests, needs, and concerns of MLA members with disabilities and of disability studies as a field of inquiry and critical/public engagement.

13. Ralph James Savarese. Assoc. prof. English, Grinnell Coll.

PhD, Univ. of Florida. Hennig Cohen Prize (for an outstanding contribution to Melville scholarship), Herman Melville Soc., 2003; “Book of the Month” selection (for *Reasonable People*), Autism Acceptance Project, 2007; Independent Publishers’ Gold Medal (for *Reasonable People*), 2008. Member (2006–07) and ch. (2008), Hennig Cohen Prize Comm., Herman Melville Soc.

Publications include *Reasonable People: A Memoir of Autism and Adoption* (2007); contrib., *American Disasters* (2001), *For New Orleans and Other Poems* (2007); poems, essays, articles, and translations in *American Poetry Review*, *Sewanee Review*, *Southwest Review*, *Southern Poetry Review*, *Seneca Review*, *Southern Humanities Review*, *Edge City Review*, *New England Review*, *Graham House Review*, *Flyway*, *Cream City Review*, *Another Chicago Magazine*, *Stone Canoe*, *Beloit Poetry Journal*, *Poet Lore*, *Poker*, *Modern Poetry in Translation*, *Poetry International*, *Prose Studies*, *Leviathan: A Journal of Melville Studies*, *Autism Perspectives*, *Politics and Culture*, *Disability Studies Quarterly*, *New York Times*, *Los Angeles Times*, *Baltimore Sun*, *Atlanta Constitution Journal*, *Houston Chronicle*, *Dallas Morning News*, *Cincinnati Post*, *Huffington Post*, *Gainesville Sun*.

Statement

I’ve been at the forefront of the study of cognitive disability in the MLA, having given numerous papers at our annual convention and published a range of essays and a recent book. I am presently editing a special issue of *Disability Studies Quarterly* on autism that will push back against the massively medicalized sense of a “devastating disorder.” The issue will include the voices of people with autism both in and out of the academy. I am also editing with Steve Kuusisto a special issue of the *Seneca Review* entitled “The Lyrical Body: Poets and Essayists on Human Difference.” My connection to disability is personal. I adopted a nonspeaking six-year-old with autism from foster care (a boy said to be profoundly retarded but who is now, ten years later, a straight A student at our local high school—he uses a computer to communicate—and who appeared with Amanda Baggs in a recent CNN documentary on autism). I myself am intermittently impaired by a rheumatological condition that requires multiple joint replacements. With respect to service, I have chaired the committee on issues of disability at Grinnell College, where I teach, spearheading a massive drive to make our campus more accessible and to recruit students, faculty members, and staff members with disabilities.

As a delegate, I will push for still greater inclusion and accessibility. To the best of my ability, I’ll try to represent the broad range of concerns of scholars with disabilities and scholars in the field of disability studies.

III. Ethnic Studies (4 contests)

14. Chandan Reddy. Asst. prof. English, Univ. of Washington, Seattle.

PhD, Columbia Univ. MLA activities: Comm. on the Lits. of People of Color in the United States and Canada, 2007–10.

Publications include: contrib., *Burning Down the House: Recycling Domesticity* (1998); article in *Trikone*.

15. Steven G. Yao. Assoc. prof. English and assoc. dean of faculty for diversity initiatives, Hamilton Coll.

PhD, Univ. of California, Berkeley. Mellon Fellowship in the Humanities, 1988–89, 1992; Humanities Research Fellowship, Ohio State Univ., 1995–97; Dorot Foundation fellowship, Harry Ransom Humanities Research Center, Univ. of Texas, Austin, 2001–02; Stanford Humanities Center fellowship, 2005–06; ACLS fellowship, 2006. Cocomm., East of California Caucus, AAAS, 2001–03; advisory board (2005–) and Charles Bernheimer Award Selection Comm. (2005–08), ACLA.

Publications include *Translation and the Languages of Modernism: Gender, Politics, Language* (2002); coed., *Sinographies: Writing China* (2008); articles in *Representations, Textual Practice, Comparative Literature, LIT: Literature, Interpretation, Theory, Wasafiri*.

Statement

If elected, I would like to address the particular opportunities and challenges facing ethnic studies at smaller and geographically remote educational institutions, most especially liberal arts colleges. The reduced scale of these institutions, along with their often atypical demographic composition, have frequently combined to impede the establishment and growth of ethnic studies there. Such a situation is all the more troubling given that these institutions produce graduates with disproportionate representation in leading private and public companies and institutions. Additionally, liberal arts colleges in particular are some of the most sought after by high school graduates and are therefore frequently in the public eye. Predicted demographic shifts in the college-going population over the next decade or so will result in increased presence of traditionally underrepresented ethnic and racial minorities, most especially Asians and Latinos. This shift promises, in turn, to further intensify the already protracted ideological struggle over the values and identities of the people shaping the curricular and social environments of these institutions. This broad scenario offers an unprecedented opportunity to shape in progressive ways the future of education, and especially literary education, across the broader American educational landscape. As literary scholars, we have a crucial role to play in this looming tectonic realignment. Fulfilling this opportunity will require the skills we have developed in the analysis of language and its use; in the critical consideration and interrogation of ideas; and in imagining other, even utopian, alternatives to the current state of affairs.



16. **Yolanda Flores.** Assoc. prof. Spanish, Univ. of Vermont.

PhD, Cornell Univ. Invited delegate, People to People Ambassador Prog., 2000 (South Africa), 2008 (China). Consultant, NEH, 2002. LASA, Amer. Soc. for Theatre Research, Assn. for Theatre in Higher Educ., Intl. Federation for Theatre Educators, Mujeres Activas en Letras y Cambio Social, Natl. Council of La Raza, Asociación de Literatura Femenina Hispánica, Feministas Unidas, MELUS. MLA activities: Delegate Assembly, 2002–04.

Publications include *The Drama of Gender: Feminist Theater by Women of the Americas* (2000); contrib., *The Global Citizen* (1996), *Latinas on Stage: Practice and Theory* (2000); articles in *Revista iberoamericana*, *Ollantay Theater Magazine*, *Feministas unidas*.

17. **Richard T. Rodríguez.** Asst. prof. English and Latina and Latino studies, Univ. of Illinois, Urbana.

PhD, Univ. of California, Santa Cruz. Rockefeller Foundation Humanities Residency Prog. (California State Univ., Los Angeles), 2002–03; Chancellor's Postdoctoral Fellowship, Univ. of Illinois, Urbana, 2004–05; visiting scholar, Chicano Studies Research Center, Univ. of California, Los Angeles, 2006. Faculty Leadership Award, Office of the Dean of Students, Univ. of Illinois, Urbana, 2006.

Publications include: coed., *Chicanos, Latinos, and Cultural Diversity: A Reader* (2004); contrib., *Velvet Barrios: Popular Culture and Chicana/o Sexualities* (2003), *Gangs and Society: Alternative Perspectives* (2003), *Encyclopedia of Latinos and Latinas in the United States* (2005); articles in *Aztlán: A Journal of Chicano Studies*, *American Literary History*.

Statement

My dedication to literary and cultural studies in the context of ethnic studies began almost twenty years ago as a first-year undergraduate student inspired by an array of influential scholars in African American, Chicano/Latino, Native American, and Asian American studies. As a faculty member at the University of Illinois, Urbana, who holds a joint appointment with the Department of English and the Latina/Latino Studies Program, I remain deeply committed to ethnic studies as an intellectual project to foreground the intertwined politics of race, ethnicity, class, gender, and sexuality. In my position as delegate, my advocacy for scholars engaged in this project (and whose work almost always extends beyond traditional disciplines) will be top priority. For it is imperative more than ever that those of us working in

ethnic studies are seen as integral to the scholarly expansion of the MLA and the academy more generally in the light of the constant struggles for curricular and institutional inclusion.



18. Jené Schoenfeld. Asst. prof. English, Kenyon Coll.

PhD, Duke Univ.

19. Vershawn Ashanti Young. Asst. prof. African Amer. studies and rhetoric, Univ. of Iowa.

PhD, Univ. of Illinois, Chicago. Diversity fellowship, Univ. of Illinois, Chicago, 1997–99; Great Cities Foundation seed grant, Univ. of Illinois, Chicago, 1999; Illinois Consortium for Educational Opportunities Program fellowship, 2002–03; symposium grant, Obermann Center for Advanced Studies, Univ. of Iowa, 2007; Catalyst Seed Grant, Univ. of Iowa, 2008. Martin Luther King, Jr., Humanitarian and Scholar Award, Southern Illinois Univ., Edwardsville, 1994; Distinguished Educator Award, Univ. of Iowa, 2008; Faculty Service Award, Univ. of Iowa, 2008. Ch., Minority Affairs Comm., Illinois Assn. of Teachers of English; CCCC; NCTE. MLA activities: Delegate Assembly, 2005–07.

Publications include *Your Average Nigga: Performing Race, Literacy, and Masculinity* (2007); articles in *College Composition and Communication*, *Minnesota Review*, *Works and Days*, *Illinois English Bulletin*, *AIMS Journal*.

Statement

Specific ethnic studies, e.g., African American, Asian American, Native American, are becoming destabilized and contested disciplinary sites as the fantasy of racial transcendence becomes an entrenched perspective within and without the academy. There is both peril and investigative promise attached to the trend. I will direct my efforts toward promoting the promise and interrogating the peril so that the fruitful fields of ethnic studies have a place and voice to do the good work they are designed to do. This is the platform of my candidacy.



20. Herman Beavers. Assoc. prof. English, Univ. of Pennsylvania.

PhD, Yale Univ. Visiting appointments: Princeton Univ., Univ. of Kansas, Swarthmore Coll., Trinity Coll. (CT). Visiting fellowship, Wesleyan Univ., 1986; grad. internship, Smithsonian Institution, 1986; Edward Alexander Bouchet Prize Fellowship, Yale Univ., 1988–89; Lilly Teaching Fellowship, Univ. of Pennsylvania, 1990–91. First prize, poetry competition, Doris Publications, 1986; Community Service Award, African Amer. Assn., Univ. of Pennsylvania, May 1993; Award for Community Service and Scholarship, Mortar Board Natl. Senior Honor Soc., Univ. of Pennsylvania, Feb. 1994; honorable mention, *Whiskey Island Magazine* Poetry Contest, May 1995; Faculty Leadership Award, James F. Brister Soc., Univ. of Pennsylvania, Apr. 2003; award of recognition, Mellon Mays Undergrad. Fellowship Prog., Mellon Foundation and SSRC, Mar. 2004; Pathfinder Alumni Award for Academic Achievement, Maple Heights (OH) City Schools, Feb. 2005. Panelist, Natl. Research Council, 1996; panelist, NEH, 2000. Advisory board, Center for the Study of Black Lit. and Culture, Univ. of Pennsylvania, 1989–2002; lecturer, Lord Mountbatten Internship Prog. (New York, NY), 1996–. Advisory board, Toni Morrison Soc.; ASA. Assoc. ed., *African American Review*, 1999–; ed. in chief and poetry ed., *Brown Review*, 1982–83. Ed. boards: *American Literature*, 1997–99; *African American Review*, 1997–; *Modern Fiction Studies*, 2002–.

Publications include *A Neighborhood of Feeling* (poems, 1986), *Wrestling Angels into Song: The Fictions of James Alan McPherson and Ernest J. Gaines* (1995); guest ed., *Narrative* (1998); contrib., *The Heath Anthology of American Literature* (1990; rpt., 1994), *Contemporary Literary Criticism* (1994), *Memory and Cultural Politics: New Approaches to American Ethnic Literature* (1995), *Literacy among African American Youth* (1995), *Criticism and the Color Line* (1996), *The Oxford Companion to African American Literature* (1997), *The Color of Manhood: Race and the Subject of Masculinities* (1997), *Dictionary of Literary Biography*, vol. 244 (2001), *African American Writers* (2nd ed., 2001), *Contemporary Black Men's Fiction and Drama* (2001), *The Cambridge Companion to the African American Novel* (2004), *Uptown Conversation: The New Jazz Studies* (2004), *Ralph Ellison and the Raft of Hope: A Political*

Companion to Invisible Man (2004); articles in *Annals of the American Academy of Political and Social Science*, *Studies in the Literary Imagination*, *Found Object*, *Langston Hughes Review*, *Callaloo*; poems in *Peregrine* (Univ. of Pennsylvania), *Cross Connect* (Univ. of Pennsylvania), *Callaloo*, *Painted Bride Quarterly*, *Whiskey Island Magazine*, *Dark Phrases*, *Cincinnati Poetry Review*, *Black American Literature Forum*.

Statement

There are two issues that constitute my most serious areas of concern in our profession. First, I continue to see the need for commitment, at both the departmental and institutional levels, to increasing the level of diversity in English departments. Though circumstances have vastly improved in the last twenty years, there remains a great deal of work to be done, particularly in the areas of faculty recruitment, mentoring, and retention. I continue to hear far too many stories from faculty members of color, women, and gay and lesbian faculty members about instances of harassment, overwork, and stress. We must continue to strive for a diverse faculty because it reflects the demographic shifts occurring at this moment in the United States population, creates an atmosphere of professional congeniality, and represents the possibility for creating new forms of intellectual collaboration and institutional synergy. The second issue I believe we must address is our profession's propensity to fetishize the scholarly monograph as the gold standard for contributions to our professional discourse. With academic presses coming under increased pressure to be profitable, it has become more difficult for young scholars to place their manuscripts. With the rise of electronic journals, blogs, and other forms of digital media, we should seek to develop ways to assess these sources and encourage young scholars to publish in those deemed to be professionally sound. In so doing, we may discover larger audiences for our work along with new ways to assess professional accomplishment.

21. **J. Martin Favor.** Assoc. prof. English and African and African Amer. studies, Dartmouth Coll. PhD, Univ. of Michigan.

Publications include *Authentic Blackness* (1999); contrib., *The Cambridge Companion to the Harlem Renaissance* (2007), *Film and Television Stardom* (2008); articles in *Callaloo*, *Souls*, *American Historical Review*.

Statement

Are ethnic studies a special interest or are they central to the mission of colleges and universities? To what extent are the varieties of ethnic studies (African American, Latino, Native American, Asian American, etc.) a cohesive whole, and to what extent do they need to be seen in their own particular contexts? In what ways is interdisciplinarity a central part of ethnic studies, and how should faculty members and students approach interdisciplinary studies in an academy that still very much values established ways of knowing? These are some of my main concerns and issues that I would bring to the Delegate Assembly.

Having served two terms as the chair of African and African American studies at Dartmouth College, I have seen daily how such issues impact both students and faculty members. As a member of an English department as well, I have witnessed the kind of juggling acts that many of my colleagues have had to perform in an effort to meet the multiple demands of service, scholarship, and a wide variety of teaching responsibilities. It is important to me that not only the complexities of race and ethnicity themselves be well understood but also the complexities of trying to address them within the academy.

IV. Foreign Language Teaching (1 contest)

22. **Stacey Katz.** Assoc. prof. French, Univ. of Utah.

PhD, Univ. of Texas, Austin. Grant reviewer, NEH, 2000; grant reviewer, Natl. Science Foundation, 2000. Vice pres. (2005–07) and pres. (2008–10), Amer. Assn. of Univ. Supervisors, Coordinators, and Directors of Foreign Lang. Progs. (AAUSC). MLA activities: exec. comm., Div. on the Teaching of Lang., 2008–12.

Publications include: coau., *Teaching French Grammar in Context: Theory and Practice* (2007); coed., *Conceptions of L2 Grammar: Theoretical Approaches and Their Application in the L2 Classroom*

(2008); contrib., *Second Language Acquisition and the Literature Classroom: Fostering Dialogues* (2001), *The Sociolinguistics of Foreign Language Classrooms: Contributions of the Native, the Near-Native, and the Non-Native Speaker* (2002), *From Thought to Action: Exploring Beliefs and Outcomes in the Foreign Language Program* (2007); articles in *Modern Language Journal*, *French Review*, *Foreign Language Annals*, *Revue canadienne de linguistique*.

Statement

The 2007 MLA report “Foreign Languages and Higher Education: New Structures for a Changed World” has called for the restructuring of language programs in order to establish a stronger link between language faculty members and courses and literature or cultural studies faculty members and courses. Thus, it is essential for applied linguists to have the opportunity to interact with colleagues from these domains. The MLA provides such a forum, and scholars who focus on foreign language program development should have representation within the MLA delegation. As an applied linguist and TA trainer, as well as the president of the AAUSC, I am committed to establishing a stronger relationship between applied linguists and faculty members in literature and cultural studies. If elected, I will strive to promote ideas that will meet the needs of language program directors and language teachers and to address issues that are currently critical in the fields of applied linguistics and foreign language teaching: curricular reforms based on the MLA report and its recommendations, resources for the teaching of less-taught languages (especially those whose enrollments are growing exponentially), distance learning and its effect on language teaching, and the continued professionalization of the applied linguistics track in language departments. As language and literature departments continue to evolve and move forward, I would be honored to contribute to creating further connections and continuing the dialogue among colleagues from various backgrounds.

23. **Nikhil Sathe.** Asst. prof. German, Ohio Univ.

PhD, Ohio State Univ. Participant, NEH summer inst., 2006. Distinguished Service Award, Office of Nationally Competitive Awards, Ohio Univ., 2008. Second vice pres. (2004–06), vice pres. (2006–08), and pres. (2008–), Ohio chapter, AATG; Sustaining the Momentum Comm. (on secondary-postsecondary prog. articulation), AATG, 2006–. Assoc. ed., *Culturally Authentic Pictorial Lexicon* (Washington and Jefferson Coll.).

Publications include: contrib., *Victims and Perpetrators: 1933–1945* (2006); articles and reviews in *Unterrichtspraxis*, *Modern Austrian Literature*, *Teaching Austria*.

Statement

My experiences as a teacher, program coordinator, study abroad director, and in the state AATG continue to shape my perspectives on language learning and instruction and will guide my participation as an MLA delegate, if elected. To meet the needs and challenges of a densely globalized, interconnected world, the study of the world’s languages and cultures must remain central to higher education. To achieve this aim, our energies must be directed at promotion and efficacy of language programs to protect against budget cuts, and this must be done equitably to ensure a balance between traditionally and less commonly taught languages. Similarly, our language instruction must account for the needs and skills of contemporary students: this entails increasing the meaningful, productive use of multimedia technologies to enhance student learning and placing greater attention on recognizing and supporting language learning as a central component throughout the undergraduate language curriculum, not only in introductory but especially in upper-division content-focused courses. Solid linguistic and cultural competency can best be achieved through education abroad, and every effort needs to be made to boost student participation: key means to that end must focus on getting universities to explore cross-disciplinary programs, to allow curricula greater flexibility for student participation overseas, and to devote greater recognition and support for faculty members who conduct programs abroad. As language teaching is central to our roles and futures in higher education, it must be accorded duly reflective significance in graduate training and in professional evaluation, including promotion and tenure decisions.

V. Graduate Students (2 contests)

24. **Zachary Lamm.** Grad. student English, Loyola Univ., Chicago.

MA, Loyola Univ., Chicago (LUC). Institutional service (LUC): grad. student representative, Grad. Prog. Comm., Dept. of English, 2003–06; English Grad. Student Assn. representative, Dept. of English, 2004–06; coord., Amer. Studies Reading Group, Dept. of English, 2006–08. Phi Kappa Phi Natl. Fellowship, 2002; participant, Futures of Amer. Studies Inst. (Dartmouth Coll.), 2007; Fourth- and Fifth-Year Fellowship, Grad. School, LUC, 2007–08; Arthur J. Schmitt Foundation dissertation fellowship, 2008–09. Stanley Claves Memorial Grad. Essay Prize, LUC, 2003. Conference presentations: MMLA, 2003, 2005, 2006; Herman Melville Soc., 2005; Los Angeles Queer Studies Conference, 2006; Tragedy and Philosophy: A Grad. Student Forum (Dept. of Philosophy, LUC), 2006; MLA, 2006, 2008; ASA, 2007; Soc. for the Study of Narrative Lit., 2007, 2008.

Publications include articles in *GLQ: A Journal of Lesbian and Gay Studies*, *Cercles*, *Genders*.

Statement

As a graduate student special-interest representative to the Delegate Assembly, I see my primary responsibility as making certain that the needs and concerns of graduate students and other contingent faculty members are represented within the policies and recommendations of the MLA. These, of course, include familiar but vital issues such as ensuring fair wages and institutional recognition as well as academic freedom and opportunities for professional development. In particular, I am interested in working toward a just balance of labor and compensation for these contingent workers, who have become essential members of the university workforce and yet often find themselves unable to make a living on their income and overtaxed in their workload. The preparation of graduate students for teaching and the provision of professional development opportunities for both graduate students and non-tenure-track faculty members are also key to the future success of literature and language departments, where so much of the labor of teaching is provided by contingent labor. This goal can best be achieved by establishing fair and transparent methods of evaluation and ensuring that these policies are enforced. University education in the humanities is centrally about preparing our students to become better citizens of the world, and that can best be accomplished by educators who not only are treated humanely but are encouraged both to practice good scholarship and to model it for their students.

25. **Brian Neff.** Grad. student English, Penn State Univ., University Park.

MA, Penn State Univ. (PSU). Institutional service (PSU): public relations representative (2005–06) and PhD representative (2006–07), English Grad. Organization; grad. student representative on faculty search comm., Dept. of English, 2007–08. Philip Young Memorial Endowment in Amer. Lit., PSU, 2008; Kelly Award, PSU, 2008–09.

Statement

As the next generation of scholars and professionals, graduate students have a vested interest in the direction and organization of the association. I am honored to be nominated for the position of graduate student representative to the MLA Delegate Assembly. It is my belief that the success of our academic departments, as well as the success of our profession as a whole, is dependent on cooperation and collaboration between graduate students and faculty members. Over the course of my time at Penn State University it has been my goal and my pleasure to work toward increasing productive dialogue within the English department, and I will continue this work as a member of MLA Delegate Assembly.



26. **Tracy G. Beckett.** Grad. student applied linguistics, Penn State Univ., University Park.

M. Phil., Univ. of Cape Town. Institutional service (Penn State Univ.): grad. student representative, Dept. of Applied Linguistics, spring 2008; outreach dir., Intl. Student Council, spring 2008; member (spring 2008) and ch. (2008–09), Speakers Comm., Center for Lang. Acquisition. First place, Grad. Achievement Conference and Research Exhibition, Penn State Univ., spring 2008; Gil Watz Outstanding Grad. Student in Applied Linguistics, 2007–08. Grad. student representative, Pennsylvania Applied Linguistics Consortium,

spring 2008–; ad hoc grad. student comm., Amer. Assn. for Applied Linguistics (AAAL), May 2008; Association Internationale de Linguistique Appliquée (AILA), Southern African Assn. of Applied Linguistics; Amer. Assn. of Gerontology; Linguistics Soc. of America. Conference presentations: AAAL, 2006; Conference on Lang., Interaction, and Culture (Univ. of California, Los Angeles), 2008; AILA, 2008; Second Lang. Research Forum (Univ. of Hawai‘i, Mānoa), 2008.

Publications include *Language and Dementia in Bilingual Settings: Evidence from Two Case Studies* (2005); reviews in *TESOL Quarterly*, *Studies in Second Language Acquisition*, *Linguist List*.

Statement

Since its inception, the MLA has played a vital role in the profession. As such, I am truly honored to receive this nomination to serve as a special-interest delegate in the MLA Delegate Assembly. My experiences as a graduate student and ESL instructor will enhance my ability to act as a representative for graduates in the profession. I am firmly committed to represent colleagues at all stages of study, especially those underrepresented in academia. As a member of the assembly, I will be actively engaged and diligently represent graduate student concerns and will also be thoughtful of the changing needs of the diverse graduate student population entering the early stages of their professional careers.

27. **Monica F. Jacobs.** Grad. student English, Catholic Univ. of America.

MFA, American Univ. Institutional service (Catholic Univ. of America): writing center coord., May 2008–. Alfred P. Sloan Research Fellowship, AAUP, 2006; NEMLA Grad. Conference Fellow, 2007; resident fellow, Virginia Center for the Creative Arts, May 2007; affiliate researcher, Sloan Work and Family Research Network (Boston Coll.), 2007–. Honorable mention (for creative nonfiction), Writers@Work Fellowship Competition, 2008. Bibliography comm., Soc. for the Study of Southern Lit. (SSSL), 2006–; Popular Culture Assn.; Amer. Culture Assn.; Soc. for the Study of Narrative Lit.; NCTE; CCCC; AAUP. MLA activities: exec. comm., Discussion Group on Part-Time Faculty Members, 2007–11. Asst. ed., *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*, 2008–; features ed., *Academic Exchange Quarterly*, 2007. Conference presentations: SSSL, 2006; Natl. Popular Culture Assn., 2006; MLA, 2006, 2007; Southern Women Writers Conference, 2007.

Publications include: contrib., *AAUP Contingent Faculty Index 2006* (2006); articles in *Journal of Kentucky Studies*, *Academe*, *Dangling Modifier*, *Writing Center Journal*; creative work in *Under the Sun*, *Crosscut*, *Del Sol Review*, *Ward 6 Review*, *apt*, *R-KV-RY Quarterly Literary Journal*, *Ampersand*, *Prism*.

Statement

Making the concerns of graduate students heard in the MLA Delegate Assembly would be an honor, especially as our interests should be among the top priorities for our professional organization. Why? As future faculty members, graduate students are staring into a job market offering increasingly fewer tenure-track jobs, and the support of the MLA can help make the tough choices many of us will face in the next few years easier. It is the MLA that can raise concerns with our future home institutions about the loss of tenure lines and the increased reliance on under-supported full- and part-time contingent faculty members. The nature of the professorate is changing before many of us even join its ranks, and the MLA can help us prepare for these realities while creating a better profession. As an elected delegate, I would ask the MLA to do just that, but I would also commit my voice and my mind and my hands to solving the tough problems facing our profession today. While this sounds idealistic, I want you to know that I have crunched the numbers, read the research, and written about these questions more than once, and I still believe that the powerful voice of the collective MLA membership can do real good. I hope to have the chance to work for that as a representative of an essential constituency in the Delegate Assembly.

VI. Lecturers, Adjuncts, and Instructors (1 contest)

28. **Richard Hancuff.** Adjunct instructor English, Misericordia Univ.

PhD, George Washington Univ.

Publications include: contrib., *Critics at Work: Interviews 1993–2003* (2003); articles in *Reconstruction, American Studies International, Richard Wright Newsletter, James Fenimore Cooper: His Country and His Art.*

Statement

Contingent labor plays a large role in academia, at times making up the majority of faculty members in humanities departments; however, these professionals are often marginalized within the institution, assigned to overcrowded offices, overlooked or excluded in the daily life of the department, and, of course, compensated so poorly for their efforts that many cobble together course loads at multiple institutions that are double the load of full-time faculty members at many research institutions. Despite these obstacles, many lecturers, adjuncts, and instructors are active in the profession, from conference participation to publication, and share many concerns with their full-time counterparts. I believe that additional issues raised by persistent, massive part-time employment are not solely the concern of part-time employees either: the ostensible argument that part-time labor is necessary for flexibility becomes ludicrous in the face of departments hiring static or increasing numbers of part-timers year after year. Certainly, there is an appropriate use of part-time labor to fill minor fluctuations from year to year, but as deployed in many universities today, part-time labor exists to save money rather than provide flexibility, thus creating a situation that exploits part-time labor and weakens the position of the full-time faculty by denying the importance of faculty contributions to the institution beyond staffing courses. As a discipline, we need to work together to create more equitable conditions within our departments and throughout our institutions.

29. **Lila Marz Harper.** Senior instructor English and computer science, Central Washington Univ.

PhD, Univ. of Oregon. Bibliography fellowship, MLA, 2005–08. *Choice* Outstanding Academic Title (for *Solitary Travelers*), 2001. Field bibliographer, Annual Bibliography of English Language and Literature, 1996–2008. Exec. board (vice pres. for 4-year colls. and univs.), Amer. Federation of Teachers Washington, 2005–07, 2007–09. MLA activities: field bibliographer, 1996–2008; exec. comm., Discussion Group on Part-Time Faculty Members, 2007–09.

Publications include *Solitary Travelers: Nineteenth-Century Women's Travel Narratives and the Scientific Vocation* (2001); contrib., *Dictionary of Literary Biography*, vol. 166 (1996), *Nineteenth-Century British Women Writers: A Bio-bibliographical Critical Sourcebook* (2000), *Literature of Travel and Exploration: An Encyclopedia* (2003), *New Dictionary of National Biography* (2004), *Encyclopedia of World Environmental History* (2004), *Children's Literature: New Approaches* (2004); support materials for *Writing and Reading across the Curriculum* (1999–2008); articles in *Professional Studies Review, Journeys, George Eliot–George Henry Lewes Studies, Extrapolation*; review in *Victorian Studies*.

Statement

Having taught off the tenure track for over eighteen years and been an MLA member for over twenty years, I am strongly committed to improving the workplace environment and lives of those who now make up the majority of our profession.

The MLA is ideally positioned to provide a great service to those of us teaching off the tenure track. This organization can provide a professional home and identity for non-tenure-track faculty members whose employing institutions do not provide traditional mentoring and scholarship opportunities. This role should be strengthened so that when scholars find themselves isolated from research activity, working in jobs that limit their professional growth, they can remain connected to current scholarship and, thus, keep their own scholarship alive. It is difficult to develop professionally when teaching is limited to basic skills classes or when the employing institution is located far from research libraries. As new technology has brought improvement in communication and access to research material, it is now much easier to overcome isolation. We need to take advantage of these opportunities and form organized resistance to institutionalized marginalization by working against scholarly isolation and improving the work environment: reducing

teaching loads, fighting discipline discrimination against the humanities, and supporting efforts of non-tenure-track faculty members to gain a living wage.

VII. Less-Taught Languages (1 contest)

30. **Stephen Sheehi.** Assoc. prof. Arabic, Univ. of South Carolina, Columbia.

PhD, Univ. of Michigan. Research grant, Franklin Intl. Studies Center, Duke Univ., 2000–01; Oceans Connect / Mediterranean Basin grant, Ford Foundation, 2001–02; Mellon research grant, Center for Social and Behavior Studies, American Univ. of Beirut, 2004; Mellon conference grant, American Univ. of Beirut, 2004–05, 2005–06; scholar in residence, Charles Phelps Taft Research Center, Univ. of Cincinnati, fall 2007. Sec. (1998–2000) and pres. (2000–04), Lebanese Studies Assn. Humanities book review ed., *MIT Electronic Journal of Middle East Studies*, 1999–2001; ed. board, *Peace Studies Journal*, 2008–.

Publications include *Foundations of Modern Arab Identity* (2004); contrib., *Encyclopedia of Postcolonial Studies* (2001); articles in *Discourse, International Journal of Middle Eastern Studies, British Journal of Middle Eastern Studies, Journal of Arabic Literature, Journal of Comparative South Asian, African, and Middle Eastern Studies, Critique, Jouvert, Public, al-Adab, al-Jadid*.

Statement

Arabic, Armenian, Chinese, Hebrew, Hindi, Japanese, Korean, Persian, Russian, Turkish, and Swahili face a myriad of unique challenges. Despite the fact that the majority of the world’s population speaks these less-taught languages, they are often ghettoized academically, administratively, and institutionally. This ghettoization is not an intentional isolation of non-Western languages and cultures. To the contrary, faculty members in English, French, German, and Spanish have been instrumental in starting and supporting less-taught language programs. Rather, the challenges confronting smaller programs stem from an institutionalized culture. That is, while large and small programs operate under similar budget constraints and professional demands, less-taught languages and cultures often suffer from a lack of integration into the larger university and scholarly community including the MLA.

As a delegate for less-taught languages and cultures, I would work to continue to incorporate less-taught languages and cultures into the MLA at both the scholarly and governance levels. As a delegate, I would hope to continue a dialogue that started a few years ago between less-taught languages, English, and the European languages. But also, I would hope to bring scholars of less-taught languages and cultures into contact with one another to share similar interests and concerns within the framework of the MLA (including governance, *PMLA*, and the MLA convention). The further integration of non-Western European languages into scholarly and administrative endeavors of the MLA is certain to mutually enrich the association and all its members regardless of their area of study.

31. **Hana Zabarah.** Asst. prof. Arabic, Georgetown Univ.

PhD, Georgetown Univ. Dir. of Undergrad. Studies, Dept. of Arabic and Islamic Studies, Georgetown Univ., 2007–.

Publications include article in *Al-Masar* (Yemen Heritage and Research Center).

Statement

The study of a foreign language not only facilitates linguistic ties globally but also assures stronger cultural bonds and mutual understanding. This is especially critical with less-taught languages, since our perceptions and opinions of these respective cultures are shaped and formed not necessarily through contact with these cultures but often through second-hand sources and perspectives. Language is the door to understanding a people and its culture, and in the era of globalization this awareness is central to the growth and development of our field. Through the MLA we can encourage a vital appreciation of less-known cultures by successfully promoting and supporting these languages. As a delegate I will promote cultural awareness through language learning, not only at the college level but as early as elementary education. We can no longer ignore the importance of a higher competency and proficiency in the less-taught languages. We are required to be leaders in this field as educators and professionals.

VIII. Politics and the Profession (2 contests)

32. **Eve Oishi.** Assoc. prof. cultural studies, Claremont Graduate Univ.

PhD, Rutgers Univ. Humanities Research Inst. fellowship, Univ. of California, Irvine, fall 2006.
MLA activities: exec. comm., Div. on Popular Culture, 2007–11.

Publications include: ed., Onoto Watanna, *Miss Numè of Japan: A Japanese-American Romance* (1999); contrib., *F Is for Phony: Fake Documentary and Truth's Undoing* (2006); articles in *Camera Obscura*, *Quarterly Review of Film and Video*.

33. **Jennifer Wicke.** Prof. English, Univ. of Virginia.

PhD, Columbia Univ. MLA activities: exec comm., Div. on Sociological Approaches to Lit., 1994–98; Program Comm., 1996–2000; exec. comm., Div. on Late-19th- and Early-20th-Century English Lit., 1999–2003; Delegate Assembly, 2000–02; exec. comm., Div. on 20th-Century English Lit., 2006–10; *PMLA* Advisory Comm., 2006–09.

Publications include *Advertising Fictions: Literature, Advertisement, and Social Reading* (1988); coed., *Feminism and Postmodernism* (1992); contrib., *Centuries' End, Narrative Means* (1996), *Marketing Modernisms: Self-Promotion, Canonization, Rereading* (1996), *Tess of the D'Urbervilles* (Bedford ed., 1998), *Feminism, the Public and the Private* (1998), *A Companion to Victorian Literature and Culture* (1999), *Semicolonial Joyce* (2000), *The Cambridge Companion to James Joyce* (2nd ed., 2004); articles in *Modernism/Modernity*, *ELH*, *Profession*, *South Atlantic Quarterly*, *Boundary 2*, *Annals of Scholarship*, *Novel*, *Critical Quarterly*, *James Joyce Quarterly*.



34. **Kevin J. H. Dettmar.** Prof. English and W. M. Keck Distinguished Service Prof., Pomona Coll.

PhD, Univ. of California, Los Angeles. NEH summer stipend, 1994, 2005. Dir., NEH summer seminar, 2007. Consultant (summer stipends), NEH, 1994, 1996, 1997, 1999, 2000, 2001; consultant, Collaborative Research Prog., NEH, 1997. Exec. comm. (2001–07) and pres. (2005–06), MMLA; book prize selection comm. (2003) and sec., board of directors (2003–06, 2008–), Intl. Assn. for the Study of Popular Music, United States Branch; board of trustees (2000–04), vice pres. (2001–02), pres. (2002–03), and book prize comm. ch. (2005), Modernist Studies Assn. MLA activities: Delegate Assembly, 1993–95. Series ed., *Modernist Literature and Culture*, Oxford Univ. Press, 2007–; book review ed. (2007–), ed. board (2007–), and ed. in chief (2008–), *Journal of Popular Music Studies*.

Publications include *The Illicit Joyce of Postmodernism: Reading against the Grain* (1996), *Is Rock Dead?* (2006); ed., *Rereading the New: A Backward Glance at Modernism* (1992), James Joyce, *A Portrait of the Artist as a Young Man and Dubliners* (2004); section ed., *The Oxford Encyclopedia of British Literature* (2006); coed., *Marketing Modernisms: Self-Promotion, Canonization, and Rereading* (1996), *Reading Rock & Roll: Authenticity, Appropriation, Aesthetics* (1999), *The Blackwell Companion to Modernist Literature and Culture* (2006); section coed., *Longman Anthology of British Literature* (1998; 2nd ed., 2002; 3rd ed., 2006); guest coed. (issue), *Genre* (2002); guest coed. (article cluster), *Modernism/Modernity* (2007); contrib., *Rethinking Beckett: A Collection of Critical Essays* (1990), *The Cunning Craft: Original Essays on Detective Fiction and Contemporary Literary Theory* (1990), *Approaches to Teaching Beckett's Waiting for Godot* (1991), *Pedagogy, Praxis*, *Ulysses: Using Joyce's Text to Transform the Classroom* (1996), *Perspectives on Plagiarism and Intellectual Property in a Postmodern World* (1999), *Beckett and Beyond* (1999), *European Joyce Studies 11: James Joyce and the Fabrication of Irish Identity* (2001), *Leaving Springfield: The Simpsons and the Possibilities of Oppositional Culture* (2003), *The Music and Art of Radiohead* (2005); articles in *Modernism/Modernity*, *Novel: A Forum on Fiction*, *MMLA Journal*, *CEA Critic*, *Common Review*, *Strategies: A Journal of Theory, Culture, and Politics*, *James Joyce Quarterly*, *Postmodern Culture*, *Review of Contemporary Fiction*.

Statement

My greatest concerns in the realm of politics and the profession all coalesce around the representation of the intellectual, and intellectual work, in the contemporary public sphere and political debate. How, and why, did “intellectual” become a term of disparagement? When did the phrase “intellectual elites” come to seem almost redundant?

As intellectuals, we can congratulate ourselves on taking well-reasoned positions on the important questions of our time and on having the better arguments: such confidence is but cold comfort when the forces of anti-intellectualism consistently triumph in public debate and public policy. We aren’t in any meaningful sense responsible for the current public caricature of the college or university teacher; but we’ve largely been ineffective in offering an opposing image of the life of the mind that would win us respect and resources for the work that we do.

My energies, were I to be elected to Delegate Assembly, would be directed to furthering initiatives the MLA has begun with projects like the *What’s the Word?* radio series: the job of communicating in accessible terms the importance and excitement of the work that we do. We can do much more along these lines. There is, to be sure, an important politics that plays out among us as we do our work in the academy (those politics “vicious precisely because the stakes are so small”); but opposing the pressure from our various publics seems to me the front on which our labors are most urgently required.

35. Jules Law. Assoc. prof. English and comparative literary studies and Charles Deering McCormick Prof. of Teaching Excellence, Northwestern Univ.

PhD, Johns Hopkins Univ. SSHRC doctoral fellowship, 1979–83; ACLS fellowship (1986). Distinguished teaching award, Weinberg Coll. of Arts and Sciences, Northwestern Univ., 2000; Community leadership award, Centro Romero, 2008. Exec. council, Soc. for the Study of Narrative Lit., 1997–2001. Ed. board, *James Joyce Quarterly*.

Publications include *The Rhetoric of Empiricism: Language and Perception from Locke to I. A. Richards* (1993); articles in *Signs*, *PMLA*, *Critical Inquiry*, *ELH*, *New Literary History*, *Nineteenth-Century Literature*, *Victorian Studies*, *James Joyce Quarterly*, *Milton Studies*.

Statement

I believe that the MLA has an important indirect role to play in the fostering of political consciousness and political work among its members and the communities in which they operate (these involve not only communities of students but, more important, communities outside academia). My own particular work and emphasis over the past few years has been on primary-level education in the Central American immigrant community in Chicago. As important as it is for the MLA to work at the national level, developing positions on pressing legislative issues (particularly those bearing on our academic expertise, such as debates about a “national” language), I would like to see the MLA thinking of ways to facilitate outreach programs that would bridge its members (and their institutions) to grassroots programs in their immediate communities: literacy, tutoring, ESL, GED education, issues of documentation, etc. Some such programs exist at various colleges and universities, but they tend to be student initiated, with less organized faculty participation. At my university, faculty members take public and collective positions on matters of legislation or social policy (via newspaper ads, demonstrations, teach-ins, etc.), but coordination with grassroots social-service organizations or even with K–12 public-school systems is done on an ad hoc basis. It isn’t easy for the MLA to devise ways of addressing these more varied and dispersed social phenomena, but I think it’s time for us to start thinking of ways to do it.

IX. Retired (1 contest)

36. Morris Beja. Prof. emeritus English, Ohio State Univ., Columbus.

PhD, Cornell Univ. Visiting appointments: Beijing Foreign Studies Univ., 2007; Carole and Gordon Segal Visiting Prof. of Irish Lit., Northwestern Univ., 2007. Fulbright lectureship, 1965–66 (Univ. of Thessaloniki), 1972–73 (Univ. Coll., Dublin); Guggenheim fellowship, 1972–73. Alumni Distinguished Teaching Award, Ohio State Univ., 1982; Acad. of Distinguished Teaching, Ohio State Univ., 1993.

Consultant, NEH, 1973–77, 1980, 1982, 1984–85; member (1975–77), ch. (1977), and consultant (1978–84), Advisory Screening Comm. in English Lang. and Lit., Council for Intl. Exchange of Scholars; consultant, Arkansas Board of Higher Educ., 1988. Board of trustees (1975–), pres. (1982–90), and exec. sec. (1990–), Intl. James Joyce Foundation; exec. sec. (1975–79) and board of trustees (1975–85), Intl. Virginia Woolf Soc.; board of trustees, Thomas Wolfe Soc., 1979–83; board of consultants, Zürcher James Joyce Stiftung, 1985–; board of trustees (1984–86) and board of advisers (1979–84), Community Film Assn.; pres., CEA of Ohio, 1986–87; book prize comm., Amer. Conference for Irish Studies, 1989–90. MLA activities: exec. comm., Div. on 20th-Century English Lit., 1987–91; Delegate Assembly, 1990–92. Ed., *James Joyce Newswletter*, 1977–. Ed. boards: Ohio State Univ. Press, 1971–89 (ch., 1986–89); *James Joyce Quarterly*, 1981–; *Modern Language Studies*, 1985–94; *Journal of Modern Literature*, 1986–; *Joyce Studies Annual*, 1989–2004; *Woolf Studies Annual*, 1993–; *Irish Studies Review*, 1993–; *Papers on Joyce*, 1994–; *Hypermedia Joyce Studies*, 1995–97; *James Joyce Literary Supplement*, 1997–; *James Joyce Journal*, 2005–.

Publications include *Epiphany in the Modern Novel* (1971), *Film and Literature: An Introduction* (1979), *Joyce, the Artist Manqué, and Indeterminacy: A Lecture and an Essay* (1989), *James Joyce: A Literary Life* (1992); ed., *Virginia Woolf, To the Lighthouse: A Casebook* (1970), *Psychological Fiction* (1971), *James Joyce, Dubliners and A Portrait of the Artist as a Young Man: A Casebook* (1973), *Critical Essays on Virginia Woolf* (1985), *Perspectives on Orson Welles* (1996), *Virginia Woolf, Mrs. Dalloway* (1996); coed., *Samuel Beckett: Humanistic Perspectives* (1983), *Coping with Joyce: Essays from the Copenhagen Symposium* (1989), *Joyce in the Hibernian Metropolis: Essays* (1996), *Twenty-First Joyce* (2004); contrib., *Writing and Reading across the Curriculum* (1990), *Critical Essays on Joyce's Finnegans Wake* (1992), *Approaches to Teaching Joyce's Ulysses* (1993), *El Dublin de James Joyce* (1995), *Joyce and the Joyceans* (2002), *Editing Virginia Woolf* (2002); articles in *James Joyce Quarterly*, *Joyce Studies Annual*, *Modern Jewish Studies*, *Journal of Modern Literature*, *Literature/Film Quarterly*, *Irish Renaissance Annual*, *Massachusetts Review*, *Irish University Review*, *Modern Fiction Studies*, *Antioch Review*, *Critical Quarterly*, *Renascence*, *James Joyce Literary Supplement*.

Statement

Any member of the Delegate Assembly brings to its deliberations a certain perspective. That of retired faculty members within the MLA is complex—at least dual, and perhaps paradoxical. Like all members, we care about the future of the MLA and the profession; younger members will live with the decisions the MLA makes and the policies it adopts. But retired members also have a valuable perspective offered by our awareness of past decisions, policies, and actions. The result can be that dual perspective.

The member of the Delegate Assembly representing retired faculty members stands in for all the areas, groups, and interests within the MLA: no single period; no particular region, language, genre, ethnic group, gender, or sexual orientation; and no single field of any kind. The retired member should be able to provide an appropriately diverse and interdisciplinary perspective.

Many faculty members now retired entered the profession at a time when it was extraordinarily difficult to do so, and too when academic freedom was in great danger. Yet currently employed professionals also face threats—to tenure, to the future of scholarly publication, even to assumptions about the value of the humanities and to literacy itself—that few of us, when we began our own careers, assumed would loom so large as they do today. If we can bring to the discussions in the Delegate Assembly our awareness of that perspective—without false (or genuine) nostalgia—we can help not only the profession but the wider culture as well.

37. Robert W. Hanning. Prof. emeritus English, Columbia Univ.

PhD, Columbia Univ. ACLS fellowship, 1966–67; Guggenheim fellowship, 1972–73; NEH senior fellowship, 1979–80. Fellow, Medieval Acad. of America, elected 1985. Homage volume: *Reading Medieval Culture: Studies in Honor of Robert W. Hanning* (2005). Dir., NEH summer seminar, 1982, 1985, 1989. MLA activities: exec. comm., Div. on Middle English Lang. and Lit., Excluding Chaucer, 1986–90; exec. comm., Div. on Chaucer, 1997–2001.

Publications include *The Vision of History in Early Britain: From Gildas to Geoffrey of Monmouth* (1966), *The Individual in Twelfth-Century Romance* (1977); coed., *Castiglione: The Ideal and the Real in Renaissance Culture* (1983); coed. and cotrans., *The Lais of Marie de France* (1978); articles in *Studies in*

the Age of Chaucer, Chaucer Review, Journal of English and Germanic Philology, Texas Studies in Literature and Language, Comparative Drama, Signs.

Statement

I am strongly in favor of faculty cogovernance of all institutions of higher education. I favor mandatory exposure of all undergraduates to major issues in American history, including the persistence of racism and historical instances of inequitable distribution of power and resources. I am not a fan of intercollegiate athletics, though I strongly believe in the importance of physical exercise and intramural sports as parts of undergraduate and graduate education. It is important for the MLA to campaign vigorously for the rights of junior faculty members and for the dignified and equitable treatment of adjunct faculty members (including decent salaries and health benefits). Freedom of expression and tolerance of diverse viewpoints on college and university campuses are matters of grave concern to me, as is the eschewal of violence in pursuit of social and political goals. Finally, my belief in the importance of the liberal arts as the basis for education toward enlightened citizenship is absolute and unwavering.

X. Scholars Residing outside the United States and Canada (1 contest)

38. **Paul Giles.** Prof. Amer. lit., Univ. of Oxford.

D. Phil., Oxford Univ. Humanities Research Inst. fellowship, Dartmouth Coll., summer 1997; British Acad. research grant, 2000; Arts and Humanities Research Board sabbatical leave award, 2002; Hirst Visiting Prof., Washington Univ., 2005; visiting fellow, Research School of Humanities, Australian Natl. Univ., 2009. Arthur Miller Prize, British Assn. for Amer. Studies, 1999; honorable mention, William Riley Parker Prize, MLA, 2003. Intl. Comm., ASA, 2000–03; pres., Intl. Amer. Studies Assn., 2005–07. Assoc. ed., *Comparative American Studies: An International Journal*, 2003–08. Ed. or advisory boards: *Symbiosis: A Journal of Anglo-American Literary Relations*, 2000–; *American Quarterly*, 2003–06; *Religion and the Arts*, 2005–; *Modern Language Quarterly*, 2008–.

Publications include *Hart Crane: The Contexts of The Bridge* (1986), *American Catholic Arts and Fictions: Culture, Ideology, Aesthetics* (1992), *Transatlantic Insurrections: British Culture and the Formation of American Literature, 1730–1860* (2001), *Virtual Americas: Transnational Fictions and the Transatlantic Imaginary* (2002), *Atlantic Republic: The American Tradition in English Literature* (2006); coed., *How Far Is America from Here? Selected Proceedings of the First World Congress of the International American Studies Association* (2005); contrib., *Unspeakable Images: Ethnicity and the American Cinema* (1991), *Fires Were Started: British Cinema and Thatcherism* (1993), *Contemporary British Poetry* (1997), *Catholic Lives, Contemporary America* (1997), *The Cambridge Companion to Herman Melville* (1998), *A Place That Is Not a Place: Essays in Liminality and Text* (2000), “Nature’s Nation” Revisited: *American Concepts of Nature from Wonder to Ecological Crisis* (2003), *The Cambridge Companion to Theodore Dreiser* (2004), *A Companion to the Literatures of Colonial America* (2005), *Shades of the Planet: American Literature as World Literature* (2007), *Transatlantic Exchanges: The American South in Europe—Europe in the American South* (2007), *The Atlantic Enlightenment* (2008), *Recharting the Black Atlantic: Modern Cultures, Local Communities, Global Connections* (2008); articles in *American Literary History*, *Twentieth-Century Literature*, *PMLA*, *REAL: Yearbook of Research in English and American Literature*, *Acoma: Rivista internazionale di studi nordamericani*, *Journal of American Studies*, *American Quarterly*, *Radical History Review*, *Letterature d’America*, *Henry James Review*, *American Literature*, *Symbiosis*, *European Journal of American Culture*, *Comparative American Studies*, *Resources for American Literary Study*, *Mosaic*, *Critical Quarterly*.

Statement

I have been a member of the MLA since 1987, since I was at Portland State University in Oregon, where I worked for seven years. After returning to the UK in 1994, I kept up my MLA membership, which I have found invaluable over the past twenty years in keeping abreast of changing conditions both in contemporary scholarship and within the academic profession more generally. The burgeoning emphasis on transnationalism and globalization within humanities scholarship will, I believe, make it increasingly important in the years ahead for channels of communication between the US-based academy and the wider world to be kept open. Having worked in a state university in the USA as well as at the Universities of

Nottingham, Cambridge, and now Oxford back in the UK, and having also been active for many years in various projects to internationalize American studies, I am well aware of ways in which radically different material conditions of higher education help to structure ways in which forms of learning are produced and recirculated. I believe it is important for the long-term future of the MLA to avoid promoting merely an “export” model of knowledge and instead to establish constructive dialogues among scholars in all different parts of the world. I would see it as the business of this special-interest delegate to facilitate such academic dialogues across borders of all kinds: social, economic, and religious, as well as national.

39. Christine Kanz. Visiting scholar comparative lit., Univ. of Texas, Austin.

Dr. phil. habil., Univ. of Marburg; Dr. phil., Univ. of Bamberg. German Research Foundation doctoral fellowship, 1995–97; Feodor Lynen Fellowship, Alexander von Humboldt Foundation, 2003–04; Swiss Natl. Science Foundation research fellowship, 2004–06; visiting scholar, Interdisciplinary Humanities Center, Univ. of California, Santa Barbara, 2006–07; Alexander von Humboldt Foundation research fellowship, 2006–07. Exec. comm., Internationale Otto Gross Gesellschaft, 1999–2002.

Publications include *Angst und Geschlechterdifferenzen. Ingeborg Bachmanns 'Todesarten'-Projekt in Kontexten der Gegenwartsliteratur* (1999); coau., *Deutsche Literaturgeschichte. Von den Anfängen bis zur Gegenwart* (6th rev. ed., 2001); ed., *Gegenwelten. Zur Geschlechterdifferenz in den Kulturwissenschaften* (1997), *Zerreißproben/Double Bind. Familie und Geschlecht in der deutschen Literatur des 18. und des 19. Jahrhunderts* (2007); coed., *Psychoanalyse in der literarischen Moderne. Eine Dokumentation* (1998), *Psychoanalyse in der modernen Literatur. Kooperation und Konkurrenz* (1999); contrib., *Postmoderne Literatur in deutscher Sprache: Eine Ästhetik des Widerstands?* (2000), *Klangfarben. Stimmen zu Ingeborg Bachmann* (2000), *Expressionistische Prosa* (2001), *Ingeborg Bachmann. Interpretationen* (2001), *Interpretationsmethoden am Beispiel von Franz Kafkas “Das Urteil”* (2002), *Bachmann-Handbuch. Leben—Werk—Wirkung* (2002), *Familienbilder. Interdisziplinäre Sondierungen* (2003), *Lustfallen. Erotisches Schreiben von Frauen* (2003), *Die Wissenschaft vom Künstler. Körper, Geist und Lebensgeschichte des Künstlers als Objekte der Wissenschaften, 1880–1930* (2004), *Cultura tedesca 25: “Ingeborg Bachmann”* (2004), *Re-acting to Ingeborg Bachmann. New Essays and Performances* (2006), *Challenging Separate Spheres: Female Bildung in 18th- and 19th-Century Germany* (2007); articles in *German Quarterly*, *Jahrbuch für internationale Germanistik*, *Neue Zürcher Zeitung*, *Freiburger literaturpsychologische Gespräche*, *SCRIPT. Zeitschrift für Literatur im Alpen-Adriatischen Raum*, *Rundbrief Frauen in der Literaturwissenschaft*, *Literaturkritik.de. Rezensionenforum für Literatur und für Kulturwissenschaften im Internet*.

Statement

I have taught in Germany, Switzerland, Austria, and the United States. My experience (both teaching and research) has taught me to acknowledge the differences between the German studies programs of these countries. Given this background I wish to impart my knowledge of and experience within various German studies programs in Germany, Switzerland, Austria, and the United States. I wish the German programs of these countries not only to acknowledge their differences but also to develop an enhanced interest in one another’s special concentrations or focuses. All in all, I would welcome—and support—an enhanced cooperation, research exchange, and communication between German programs in the United States and German programs in Germany, Switzerland, and Austria.

XI. Two-Year Colleges (2 contests)

40. Christine E. Hutchins. Asst. prof. English, Marymount Manhattan Coll. (Kingsborough Community Coll., City Univ. of New York, at the time of nomination)

PhD, Graduate Center, City Univ. of New York. Ad hoc comm. on AP courses, Pitt County (NC) High Schools, fall 2000. Founder and organizer, Shakespeare Teaching Project (service-learning prog.), East Carolina Univ., 2000–04; faculty adviser, *Antheon Literary and Arts Magazine*, Kingsborough Community Coll., 2005–08.

Publications include articles in *Reformation*, *Ben Jonson Journal*.

Statement

I grew up in rural upstate New York, and between classes at the Graduate Center I spoke with a classmate about the wrenching challenges of coming from communities for whom education was not a distant dream but an unimagined world, tacitly not for us. “Where do we fit, with our families who not only never went to college but could not figure into their worlds the idea that we were going to college?” We found where we fit, places where we could be passionate about research and also about teaching *all* students. Our paths followed our conviction that education, teachers, and teaching really can and do change lives.

Educators face increasing fiscal, staffing, and classroom challenges as education budgets diminish and policy makers choose to place their money on the corporate Monopoly square. I believe that the challenges we most need to address lie within and not without the educational community. I have been a member of the MLA since the mid-1990s, but so many of my colleagues belonged only for a few years or never. We are richer equal parts Ivy League, state university, liberal arts, and community-based. Bridging these gaps enables the MLA, institutions, staff members, and students to arrive at a new place, where all of us who work doing similar jobs, researching, thinking, and teaching can show our policy makers how to make a square on the Monopoly board somewhere between the utilities and Wall Street for us educators and our students.

41. **Lisa A. Seale.** Prof. English and interim assoc. vice chancellor for academic affairs, Univ. of Wisconsin Colls.

PhD, Univ. of California, Santa Barbara. Pres., Robert Frost Soc., 2002–03.

Publications include: contrib., *Roads Not Taken: Rereading Robert Frost* (2000); articles in *Robert Frost Review*, *New England Quarterly*.

Statement

As fewer humanities PhDs find employment in four-year university positions, many turn to teaching in two-year colleges. This is a boon to the quality of education available in two-year colleges, a trend mostly unremarked upon. As this trend is only likely to continue, questions regarding tenure, union representation, compensation, professional development, work/life balance, and alternative forms of research and publication will need to be examined by those for whom all of these elements of working in two-year colleges are living realities. Additionally, issues of particular concern to two-year colleges include: (1) maintaining a commitment to access for low-income and minority students—access being defined not merely as enrollment but as succeeding through to transfer; (2) developing protocols by which academic agreements with transfer-receiving institutions support success (retention and graduation) rates of transferring students; and (3) raising the profile of two-year colleges from being entry points to higher education to being the nation’s models for truly democratic and genuinely creative higher education.



42. **Roger Walton Jones.** Assoc. prof. English and head, Dept. of Humanities and Social/Behavioral Sciences, Ranger Coll., TX.

PhD, Texas A&M Univ. Merit Incentive Award, Lamar Univ., 1984.

Publications include *Larry McMurtry and the Victorian Novel* (1994); articles and reviews in *Southwestern American Literature*, *Texas Books in Review*, *Lamar Journal of the Humanities*.

Statement

First, I am deeply honored to be nominated. The MLA has always been my favorite professional organization, and I am especially delighted to represent two-year colleges in the context of academia as a whole.

If elected, I promise to do my very best to address the special needs of two-year colleges, including their need for greater recognition and the need for them to encourage greater opportunities for professional growth.

43. **Richard Middleton-Kaplan.** Assoc. prof. English, Harper Coll., IL.

PhD, Univ. of California, Los Angeles. Co-coord. of learning communities, Harper Coll., spring 2008–. Fellow, Summer Inst. on the Holocaust and Jewish Civilization, Northwestern Univ., 2004. Harper Coll. representative (English panel), Illinois Articulation Initiative, 2003–.

Publications include: contrib., *Comparative Romanticisms: Power, Gender, Subjectivity* (1998), *The Encyclopedia of Beat Culture* (2006); articles in *Modern Fiction Studies*, *Melville Society Extracts*; reviews in *Shofar: An Interdisciplinary Journal of Jewish Studies*, *Philosophy and Literature*.

Statement

As someone who has taught full-time at a community college since 2002, I am deeply committed to the two-year-college mission of serving as the always-open port of entry to higher education for new immigrants, returning students, financially disadvantaged students, and nontraditional students. Along with preserving that access, other areas that I see as crucial for us and for our students, where the MLA may serve as a resource and ally, include: preserving and continuing to develop articulation agreements with four-year colleges; expanding study-abroad opportunities for two-year-college students and finding ways to better prepare them to become well-informed global citizens; expanding the acceptance of learning communities at the administrative level and increasing learning community course offerings; enhancing the academic life of two-year-college faculty members by urging institutional support, particularly financial support, of scholarly activities; and, most important, addressing the imbalance between adjuncts and full-time faculty members. Regarding the adjunct issue, the two-tiered system bemoaned in recent issues of *Profession* and the *MLA Newsletter* (see, for example, the Spring 2007 *Newsletter*) must be addressed—particularly in the way it manifests itself at two-year institutions. At Harper College, for instance, adjuncts in the English department outnumber full-time faculty members nearly 4 to 1. As a member of the Delegate Assembly, I would seek to gather the opinions of my colleagues from two-year colleges nationwide and to faithfully, vigorously represent their views on these and other issues. I pledge to conscientiously fulfill all duties associated with this post.

XII. Women in the Profession (3 contests)

44. **Meryl Altman.** Prof. English and women's studies, DePauw Univ.

PhD, Columbia Univ. Jim Hinkle Memorial Prize, *Faulkner Journal*, 1995; Univ. Prof., DePauw Univ., 2007–10. Visiting fellow, Intl. Gender Studies Center, Oxford Univ., Hilary Term 2005. Ed. board, *NWSA Journal*, 2003–.

Publications include contrib., *Pleasure and Danger: Exploring Female Sexuality* (1984), *Silence and Power: A Reevaluation of Djuna Barnes* (1991), *Cinquantenaire du Deuxième sexe* (2002), *Gender Equality in Higher Education* (2005); articles in *Feminist Studies*, *Hypatia*, *NWSA Journal*, *Journal of International Women's Studies*, *Trouble and Strife*, *Critical Quarterly*, *Faulkner Journal*, *Review of Contemporary Fiction*, *William Carlos Williams Review*, *College English*, *Women's Review of Books*.

Statement

Challenges facing us include: resisting the casualization of academic labor; maintaining inclusiveness and diversity within the profession; encouraging scholarship that is meaningful, intellectually challenging, and not boring; encouraging colleagues to be committed to teaching and to see teaching and scholarship as integrated, not competing, activities; maintaining the freshness of feminist, antiracist, and queer-positive work in ways that remain in dialogue with the wider world; encouraging interdisciplinarity without losing focus on text and method; fostering solidarity across generations and among those who work at very different sorts of institutions; and sustaining academic freedom for those at all ranks. I look forward to joining the conversation on these and other crucial issues.

45. **Audrey A. Fisch.** Prof. English, New Jersey City Univ.

PhD, Rutgers Univ. Coord. of Secondary English Educ., New Jersey City Univ., 2001–. Jacob K. Javits Fellowship, 1988–92; AAUW dissertation fellowship, 1992–93.

Publications include *American Slaves in Victorian England: Abolitionist Politics in Popular Literature and Culture* (2000); ed., *The Cambridge Companion to the African-American Slave Narrative* (2007); coed. and contrib., *The Other Mary Shelley: Beyond Frankenstein* (1993); contrib., *Reality's Dark Light: The Sensational Wilkie Collins* (2003), *The Cambridge Companion to Harriet Beecher Stowe* (2004); articles in *Pedagogy*, *Feminist Teacher*, *Victorian Literature and Culture*, *Journal of Victorian Culture*, *Victorian Review*, *Nineteenth-Century Contexts*, *Salon*, *New York Times*, *Toronto Globe and Mail*, *Kennebec Journal*, *Sydney's Child*.

Statement

Women's workloads and personal lives and the publishing opportunities that are available to them are vastly different depending on the kinds of institutions at which we work. For the many of us who teach at nonelite, non-research-oriented institutions, opportunities for feminist scholarship, teaching, and lifestyles are often surprisingly numerous and wide-ranging. Yet the benefits our institutions afford in terms of these opportunities typically remain unknown in the larger profession. I am interested in serving in the assembly in order to work to explore and expose these opportunities, particularly so that young women entering the profession are aware of the career, personal, and intellectual options available to them outside the world of PhD-granting institutions with which they are more familiar.



46. **Heather K. Love.** Watkins Asst. Prof. in the Humanities, Univ. of Pennsylvania.

PhD, Univ. of Virginia. NEH fellowship, summer 1989; Jacob K. Javits Fellowship, 1997–2001; AAUW dissertation fellowship, 2001–02 (declined); Woodrow Wilson postdoctoral fellowship, Harvard Univ., 2001–03; Mellon faculty fellowship, Penn Humanities Forum, 2004–05; career enhancement grant, Woodrow Wilson Natl. Fellowship Foundation, 2006–07. Dean's Award for Innovation in Teaching, Univ. of Pennsylvania, 2006. Ed. board, *Criticism*; advisory board, *Queer*.

Publications include *Feeling Backward: Loss and the Politics of Queer History* (2007); guest coed., *New Literary History* (2000); contrib., *Bad Modernisms* (2006), *The Transgender Studies Reader* (2006), *Sapphic Modernities: Sexuality, Women, and National Culture* (2006), *A History of Feminist Literary Criticism* (2007), *Rethinking Tragedy* (2007), *Gay Shame* (2008); articles in *New Formations: A Journal of Culture/Theory/Politics*, *Rhizomes*, *Grey Room*, *Documenta 12*, *GLQ: A Journal of Gay and Lesbian Studies*, *New Literary History*, *Postmodern Culture*, *Journal of Lesbian Studies*, *Feminist Theory*, *Transition: An International Review*, *Women's Review of Books*.

Statement

I count myself fortunate to have entered the academy at the moment of the emergence of gender and sexuality studies. For the past decade I have focused my activities as a scholar, teacher, mentor, and activist on queer, feminist, lesbian, and transgender issues. I have been particularly grateful for the opportunity to teach and mentor LGBT students who are hungry for exposure to these new ideas. Throughout my work, I have attempted to combine queer and feminist perspectives. On the two campuses where I have taught, I have led initiatives to integrate sexuality studies into the women's studies curriculum and to develop mentoring networks for students conducting research in the field. I have also sought to build bridges between the LGBT community and the women's studies community by organizing reading groups, lecture series, and conferences.

While I have experienced a lot of satisfaction in building curriculum and intellectual community around gender and sexuality studies, I remain dismayed by the massive inequalities that structure the university at every level. Maximizing opportunities for our female students—especially for poor students and students of color—is usually a task that feminist faculty members end up taking on piecemeal and with little institutional support or recognition. There is even less time to address the inequalities that structure faculty life in a systematic way. I hope to have the chance to work with others in the Delegate Assembly to provide adequate material and intellectual support to all members of the profession.

47. **Donna Strickland.** Asst. prof. English and assoc. dir. of composition, Univ. of Missouri, Columbia.

PhD, Univ. of Wisconsin, Milwaukee. MLA activities: exec. comm., Div. on the Teaching of Writing, 2008–12.

Publications include: contrib., *A Way to Move: Rhetorics of Emotion and Composition Studies* (2003), *Tenured Bosses, Disposable Teachers: Writing Instruction in the Managed University* (2004), *Women and Literacy: Inquiries for a New Century* (2007); articles in *College English*, *Works and Days*, *American Academic*, *JAC: The Journal of Advanced Composition*, *Composition Studies*.

Statement

Women continue to be overrepresented in part-time and service positions in the profession. As a specialist in rhetoric and composition, I have past experience as a part-time faculty member as well as current experience as a supervisor of contingent faculty members and graduate students. I can bring this experience, along with almost a decade's study of women's academic work, to the Delegate Assembly. I am committed to continuing to bring attention to women's segregation and overwork in certain areas of study.



48. **Susannah Mary Chewning.** Assoc. prof. English, Union County Coll., NJ.

PhD, Drew Univ. John M. Bicknell Merit Scholarship, Drew Univ., 1991–96. Ed. board, New Jersey CEA, 1999–; advisory board, Soc. for Medieval Feminist Scholarship, 2003–06; Comm. for Adjuncts, Independent Scholars, and Two-Year Faculty, NEMLA, 2004–. MLA activities: exec. comm., Discussion Group on the Two-Year Coll., 2008–12.

Publications include: ed., *Intersections of Sexuality and the Divine in Medieval Culture: The Word Made Flesh* (2004), *The Milieu and Context of the Wohunge Group* (2007); contrib., *New Perspectives on Criseyde* (2004), *Anchorites, Wombs, and Tombs: Intersections of Gender and Enclosure in the Middle Ages* (2005), *Straight Writ Queer: Non-normative Expressions of Heterosexuality in Literature* (2006), *Approaches to Teaching Chaucer's Troilus and Criseyde and the Shorter Poems* (2007), *The Encyclopedia of Sex and Gender* (2007), *The Oxford Encyclopedia of Women in World History* (2008), *The Facts on File Companion to British Poetry before 1600* (2008).

Statement

As a feminist and a scholar of premodern literature and culture, I feel very strongly about the presence of women in the profession and their influence on literary scholarship and cultural and social issues. Women in the academic profession have come a long way since the “first wave,” but they are not always fully represented, even by those whose intentions and pursuits lie within feminism and women's studies. If I am elected I would very much like to support and reinforce the work already being done within and beyond the MLA with respect to the presence and influence of women in the academic profession and support the work of women at every level, from undergraduates to graduate students to my colleagues within academic institutions.

49. **Phyllis van Slyck.** Prof. English, LaGuardia Community Coll., City Univ. of New York.

PhD, Graduate Center, City Univ. of New York (CUNY). CUNY Performance Excellence Award for Teaching and Service, 1999. Resource faculty member, Natl. Summer Inst. for Learning Communities, Washington Center for Improving the Quality of Undergrad. Educ., 2000–. Henry James Soc., Atlantic Center for Learning Communities.

Publications include: contrib., *“The Finer Thread, the Tighter Weave”:* *Essays on the Short Fiction of Henry James* (2001), *Tracing Henry James* (2008); articles in *Change*, *College English*, *Criticism: A Quarterly for Literature and the Arts*, *Henry James Review*, *Profession*.

Statement

I am honored to be nominated to serve as a special-interest delegate in the MLA Delegate Assembly. As a faculty member in a college that serves predominantly first-generation minority and immigrant women students, I am deeply committed to issues of access and support for these students. As an active union

member in my college and university, I am also committed to initiatives that support a predominantly female faculty, initiatives, such as family leave, that are increasingly urgent as we hire and hope to retain a new generation of faculty members. In my classroom and in professional development work at my college, I have worked to raise awareness about global women's issues and have supported specific initiatives on our campus that address gender violence, genital mutilation, sexual trafficking, and the cultural and educational needs of immigrant women; in university-wide seminars, I have strongly supported women's issues; and in national work, I have endeavored to deepen the conversation about women's studies in interdisciplinary venues such as learning communities. As a delegate I would work to raise awareness of the needs of women faculty members and students and to fight inequitable conditions for women in the profession.

Part IV: Voting for Regional Delegates

Thirty-six persons will be elected to replace delegates whose terms expire on 31 December 2008. The term of office will be from 1 January 2009 through the close of the January 2012 convention. The numbers preceding the nominees' names correspond to the numbers assigned to the nominees on the ballot sheet.

The names of the seventy-two regional delegates with continuing terms in 2009 appear on pages 873–74 of the September 2008 PMLA.

Vote in only one region but in any or all of the contests within that 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. **Lisa Jeanne Fluet.** Asst. prof. English, Boston Coll.

PhD, Princeton Univ. Andrew W. Mellon Fellowship in the Humanities, 1996–97; Jacob K. Javits Fellowship, 1997–2000; Mellow fellowship, Center for Human Values, Princeton Univ., 2000–01; Harold W. Dodds Honorary Fellowship, Princeton Univ., 2000–01; Cowles Fellowship, Harry Ransom Humanities Research Center, Univ. of Texas, Austin, 2005–06; Amer. Acad. of Arts and Sciences visiting fellowship, 2007–08; John D. and Rose H. Jackson Fellowship, Beinecke Library, Yale Univ., Feb. 2008. MLA activities: Delegate Assembly, 2003–05.

Publications include: guest coed., *Critical Matrix: The Princeton Journal of Women, Gender, and Culture* (1999), *Novel: A Forum on Fiction* (2007); contrib., *Bad Modernisms* (2006); articles in *Novel, Twentieth-Century Literature, Critical Matrix, Key Words: A Journal of Cultural Materialism, Victorian Review, Minnesota Review*.

Statement

I think that the most central professional responsibility for MLA Delegate Assembly members, as representatives of the greater academic community, should be devising some kind of formal advocacy structure for adjunct, part-time, full-time non-tenure-track, and graduate student teachers. Issues relating to salary, job security, and health insurance for these vital faculty members should be a primary responsibility; should I be elected to the Delegate Assembly, I would like to focus on this concern.

101. **Elizabeth Dyru Lyman.** Asst. prof. English, Harvard Univ.

PhD, Univ. of Virginia. MLA activities: exec. comm., Discussion Group on Bibliography and Textual Studies, 2003–07.

Publications include article in *Performance Research*.



102. **Holly Jackson.** Grad. student English, Brandeis Univ.

PhD, Brandeis Univ. Institutional service (Brandeis Univ.): grad. student representative, Dept. of English, 2003–05; grad. student representative on faculty search comm., 2006; development comm., Grad. School of Arts and Sciences, 2007. Fellowship, School of Criticism and Theory (Cornell Univ.), 2006; Phyllis G. Redstone Dissertation Fellowship, Brandeis Univ., 2007. Teaching prize, Brandeis Univ., 2004, 2007; Chris Lerman Essay Prize, Women’s and Gender Studies Prog., Brandeis Univ., 2004–05; Mary Kelley Prize, New England ASA, 2005; prize for article, Nineteenth-Century Studies Assn., 2008. Conference presentations: Amer. Lit. Assn., 2005; New England ASA, 2005; Pictures and Progress: Photography and the Making of African American Identity (Duke Univ.), Mar. 2007; African Amer. Lit. and Culture Soc., 2007.

Publications include: contrib., *The Greenwood Encyclopedia of African American Literature* (2005); articles in *PMLA*, *Boston Globe*.

Statement

As I am transitioning from graduate school into my first job, I am keenly aware of the interests and concerns of doctoral students and recent PhD recipients, a large body of scholars in this region. As the preeminent source of collective knowledge and standards regarding progress to the degree, professionalization, and the job market, the MLA shapes the future strength of the profession through the advancement and empowerment of rising scholars. My service as a delegate would be informed by a commitment to social justice, a foundation from which to address inequalities in the profession and also to promote the public importance of the humanities and literary studies in particular.

103. **Amy Witherbee.** Grad. student English, Boston Coll.

MA, Boston Coll.; JD, Emory Univ. Institutional service (Boston Coll.): Grad. Student Colloquium Comm., Dept. of English, 2002–06; dir., English Dept. Grad. Conference, 2006–07. Presidential Fellowship, Grad. School of Arts and Sciences, Boston Coll., 2002–08; dissertation fellowship, Boston Coll., 2008–09. Director’s Service Award, Boston Coll., May 2005; Innovative Course Design Award, ASECS, Mar. 2006; Donald J. White Teaching Award, Boston Coll., May 2007. Innovative Course Design Award Comm., ASECS, 2006–07. Conference presentations: Women’s History: Irish/Canadian Connections (St. Mary’s Univ., Halifax, NS), Aug. 2002; Intl. Assn. for the Study of Irish Lit., 2004; ASECS, 2006, 2007, 2008; Northeast ASECS, 2006, 2007.

Statement

As an incoming member of the profession, I would like to see the MLA continue in its leadership role as an advocate for those in the job market and within teaching institutions while addressing more aggressively the changing conditions of our classrooms. Over the past several decades, interdisciplinary work has become a mandate in most of our fields as institutions of learning strive to adjust to shifting social, political, and economic structures. For teachers, these adjustments come with very practical repercussions. Like many of my colleagues, I have found myself teaching cultural studies from texts translated from a minority language in a class listed with the English department. To make such efforts work well requires a greater level of cooperation among department members and a steady influx of new pedagogical ideas and new technological tools. Within the larger fields of languages and literatures, we need to become more aggressive about promoting the communication of ideas and the collaborative work that educational goals now demand.



104. **Helga Schreckenberger.** Prof. German, Univ. of Vermont.

PhD, Univ. of Kansas. Dir., Women’s and Gender Studies Prog., Univ. of Vermont, 2000–07; acting ch., Dept. of German and Russian, Univ. of Vermont, 2008–09. HERS Management Inst. fellowship, Wellesley Coll., 2000–01. Codir., NEH summer inst. (Vienna, Austria), 2006. Pres. (1987–89, 1995–96), sec. (1990–93), and vice pres. (1993–95), Northern New England chapter, AATG; vice pres. (2004–06) and pres. (2006–08), Modern Austrian Lit. and Culture Assn. Book review ed., *Modern Austrian Literature*, 1999–2006.

Publications include: coau., *Gerhard Roth: Kunst als Auflehnung gegen das Sein* (1994); ed., *Die Ästhetiken des Exils* (2003), *Die Alchemie des Exils. Exil als schöpferischer Impuls* (2005); contrib., *Felix Mitterer: A Critical Introduction* (1995), *Gerhard Roth* (1995), *The Feminist Encyclopedia of German Literature* (1997), *Innere Emigration* (1998), *Erich Maria Remarque. Leben, Werk, und weltweite Wirkung* (1998), *The Fiction of the I: Contemporary Austrian Writers and Autobiography* (1999), *Towards the Millennium: The Austrian Novel 1970–1995* (2000), *Exil. Transhistorische und transnationale Perspektiven* (2001), *Deutschsprachige Exilliteratur seit 1933*, vol. 3, part 3 (2002), *Guide to Holocaust Literature* (2002), *Balancing Acts: Textual Strategies of Peter Henisch* (2002), *Schreibweisen/Poetologien. Die Postmoderne in der österreichischen Literatur von Frauen* (2003), *Von Richthofen bis Remarque: Deutschsprachige Prosa zum I. Weltkrieg* (2003), *Information Warfare* (2007); articles in *Romanistisches Jahrbuch*, *Weimarer Beiträge*, *Script*, *Modern Austrian Literature*.

Statement

As a profession, we need to guarantee fair working conditions for adjunct and non-tenure-track faculty members; maintain and foster inclusiveness and diversity; encourage meaningful, intellectually challenging scholarship; and prepare students to be effective citizens in the ever-changing world. Concomitantly, we need to counteract the diminishing value of the humanities in both academia and society, develop strategies to resist the increasing corporatization of the university culture, and stand up to recent threats to the tenure system and to academic freedom. The MLA is in the unique position to address these professional concerns, providing a forum for the discussion and development of strategies for action. I would welcome the opportunity to join in this crucial task.

105. **Katharina von Hammerstein.** Prof. German, Univ. of Connecticut, Storrs.

PhD, Univ. of California, Los Angeles. Ch., German section, Dept. of Modern and Classical Langs., Univ. of Connecticut, Storrs, 2001–07; ch., General Educ. Oversight Comm., Univ. of Connecticut, 2007–10. DAAD research grant, 1993; NEH summer inst. stipend, 2001; Deutsche Forschungsgemeinschaft intl. conference grant, 2006. Ed. boards: *New German Review*, 1986–89; *German Quarterly*, 2003–; *Women in German Yearbook*, 2007–08.

Publications include *Sophie Mereau-Brentano: Freiheit, Liebe, Weiblichkeit: Trikolore sozialer und individueller Selbstbestimmung um 1800* (1994); coau., *Interaktion. A Text-Based Intermediate German Course* (1990); ed., *Sophie Mereau-Brentano, Liebe und allenthalben Liebe. Werke und autobiographische Schriften*, 3 vols. (1997); ed. and trans., Peter Altenberg, *Ashantee* (2007); coed., *Languages across the Curriculum: Interdisciplinary Structures and Internationalized Education* (2000), *Sophie Mereau: Verbindungslinien in Zeit und Raum* (2008); contrib., *Autobiographien von Frauen: Beiträge zu ihrer Geschichte* (1996), *The Feminist Encyclopedia of German Literature* (1997), *Geschichte der Berufsschriftstellerin im 18. und 19. Jahrhundert* (1998), *Goethe Interaktive* (Web site, 1999), *Deutschsprachige Schriftstellerinnen des Fin de Siècle* (1999), *Teaching Languages across the Curriculum* (CD-ROM, 2003), *Diese Frau ist der Rede wert* (2004), *Koloniale und postkoloniale Konstruktionen von Afrika und Menschen afrikanischer Herkunft in der deutschen Alltagskultur* (2006), *Lexikon deutschsprachiger Epik und Dramatik von Autorinnen (1730–1900)* (2006), *Schwellenüberschreitungen. Politik in der Literatur von Frauen, 1780–1918* (2007), *Frauen. Biographieforschung International* (2007); articles in *Colloquia Germanica*, *International Journal of the Humanities*, *Teaching Austria*, *Acta Germanica*, *Goethe Yearbook*, *New German Review*.

Statement

As an MLA delegate representing a large variety of institutions in my region, I would address matters of professional concern at several levels:

- politics, e.g., funding for full-time tenured or tenure-track positions rather than unbenefitted adjuncts;
- society, e.g., advocating the value of the humanities in today’s complex society;
- institutional change, e.g., encouraging the humanities to contribute to campus globalization and interdisciplinization;
- scholarship, e.g., recognizing high-quality print and online publications inside and outside the United States and Canada and debating criteria for tenure and promotion;

—curriculum development, e.g., assisting foreign language departments in improving their programs and enrollments through interdisciplinary connections while preserving their discipline’s integrity and resisting being viewed as mere service providers; investigating innovative approaches to teaching language and culture and to making literature relevant to nonliterature students; closing the gap between the lower and upper divisions; offering less commonly taught languages but not at the expense of the traditional languages.

Our students need to be trained in critical, problem-based, multidisciplinary, and pluricultural thinking to successfully act as globally responsible citizens and work locally in intercultural and interdisciplinary teams. As humanities departments whose scholarly production often revolves around symbolic representations of the human experience and as departments that often offer an international and interdisciplinary curriculum, we can play a vital role in coinitiating pluricultural and cross-disciplinary developments in higher education. The MLA is in a unique position to address these issues through concerted national initiatives and in collaboration with other professional organizations.



106. Joan C. Dagle. Prof. English, Rhode Island Coll.

PhD, Brown Univ. Ch., Dept. of English, Rhode Island Coll., 1997–2006. Maixner Award for Outstanding Teaching, Rhode Island Coll., 1996–97. Exec. comm. and sec.-treasurer, Northeast Victorian Studies Assn., 1994–; Exec. Comm., ADE, 2001–03. Ed. board, *Hurricane Alice: A Feminist Quarterly*, 1996–2002.

Publications include: guest coed., *Literature and Psychology* (1988); contrib., *Narrative Strategies: Original Essays in Film and Prose Fiction* (1981), *John Ford Made Westerns* (2001); articles in *Literature and Psychology*, *Post Script*, *Novel: A Forum on Fiction*.

Statement

I am honored by the nomination to serve as a regional delegate for New England and eastern Canada. Our region is rich in its variety of institutions, and I would work to ensure that the MLA remains responsive to the concerns of each type. Major universities, comprehensive institutions, liberal arts colleges, and community colleges are all facing significant challenges, and the MLA is the organization best able to help its members think through the issues and represent our interests to the public. I am especially concerned about shrinking funding for many of our region’s public institutions. In a climate marked for many of us by decreasing state aid and increasing demands for assessment and accountability, it is crucial that we find ways to convince our larger communities to support the research and teaching needs of all faculty members, including adjuncts, who work in literature, language, and humanities departments. I believe that the MLA can and should strengthen its role as a highly visible, national advocate for our profession.

107. Terri A. Hasseler. Prof. English and cultural studies, Bryant Univ.

PhD, Univ. of Washington. Workshop participant, Hill Center for World Studies, 2008. Faculty service award, Bryant Univ., 2002, 2007; faculty mentor award, Faculty Development Comm., Bryant Univ., 2005. Prog. comm., Northeast Victorian Studies Assn. (NVSA), 1998–2004 (ch., 1999), 2006–08; selection comm. ch., Sonya Rudikoff Award, NVSA, 1999–2004; cofounder (1999), sec.-treasurer (1999–2004), and conference site coch. (2001), United States Assn. for Commonwealth Lit. and Lang. Studies; vice pres., NVSA, 2000–04.

Publications include: coed., *Approaches to Teaching Emily Brontë’s Wuthering Heights* (2006); contrib., *Contested Terrain: Diversity, Writing, Knowledge* (2001), *Comedy, Fantasy, and Colonialism* (2002), *After the Imperial Turn: Thinking with and through the Nation* (2003), *Gender, Genre, and Identity in Women’s Travel Writing* (2004); articles in *NWSA Journal*, *Dickens Studies Annual*, *Feminist Teacher*, *Radical Teacher*, *Academe*.

Statement

As a delegate, I would promote discussion on three issues. First, I am deeply concerned about the decreased strength of faculty unions and the negative influence of corporate, commercial, and capitalistic practices on academic institutions. My current research has focused on this problem, especially its impact on

student academic culture and on faculty autonomy. Second, I would like to encourage further conversation on the problems and possibilities that accompany changes in the field of study known as English. At Bryant University, I served as cochair of the committee that reconfigured our English and humanities department into a program in literary and cultural studies. This program emphasizes world literary and cultural traditions, using fields such as philosophy and anthropology to provide critical and interpretative focus to the cultural artifacts that we study and also create (literature, music, visual imagery, and performance). I was later appointed chair of the department, and during that time, we instituted a BA in literary and cultural studies. Finally, I remain committed to the development of language programs. While chair of my department, I helped build a department of modern languages and worked with colleagues to develop programs in French, Italian, and Chinese and to expand existing offerings in Spanish.



108. **Mark R. Blackwell.** Assoc. prof. English, Univ. of Hartford.

PhD, Cornell Univ. Ch., Dept. of English, 2004–; ch., Dept. of Rhetoric, Lang., and Culture, 2005–. Mellon fellowship, Cornell Univ., 1994, 1995; humanities center fellowship, Univ. of Hartford, 2002–03; participant, NEH summer inst., 2005; Newberry Library research fellowship, 2008–09; ASECS-Mellon fellowship, Harry Ransom Center, Univ. of Texas, Austin, 2008–09. NEH–Harry Jack Gray Outstanding Teacher Award, Univ. of Hartford, 2003; James L. Clifford Prize, ASECS, 2004–05. Judge, James L. Clifford Prize, ASECS, 2005–06; nominating comm., Northeast ASECS, 2006; North Amer. Soc. for the Study of Romanticism; Connecticut Eighteenth-Century Scholars Seminar. Ed. board, *Studies in Eighteenth-Century Culture*, 2007–.

Publications include: ed., *The Secret Life of Things: Animals, Objects, and It-Narratives in Eighteenth-Century England* (2007); contrib., *Locating Swift: Essays from Dublin on the 250th Anniversary of the Death of Jonathan Swift, 1667–1745* (1998), *A Concise Companion to the Restoration and Eighteenth Century* (2005), *Theory and Practice in the Eighteenth Century: Writing between Philosophy and Literature* (2008); articles in *Modern Philology*, *Studies in Eighteenth-Century Culture*, *Eighteenth-Century Fiction*, *Restoration*, *Eighteenth-Century Life*, *Literature Compass*, *Philological Quarterly*, *Eighteenth-Century Novel*, *Studies in Romanticism*, *Modern Language Studies*.

Statement

I have served as chair of both the English department and the department of rhetoric and professional writing at the University of Hartford for the last few years. That work has given me firsthand experience of the agony and ecstasy of the tenure-track search process, of the importance of mentoring junior faculty members and of rationalizing promotion and tenure guidelines, of the grim prospects facing many adjunct instructors, of the burgeoning assessment culture on college and university campuses, and of the difficulty of shaping undergraduate curricula (for majors and general education programs both) that prepare students for life as citizens and intellectuals in the world we will leave them. I am committed to—and concerned about—the role of the humanities in that preparation, especially in a climate increasingly hostile to ideas and experiences that resist quantification or (pseudo)scientific explanation. I am also dedicated to ensuring that the MLA properly represent the great number of us who do not teach at research institutions.

109. **Petar Ramadanovic.** Assoc. prof. English, Univ. of New Hampshire, Durham.

PhD, Binghamton Univ., State Univ. of New York. Open Soc. Inst. Supplementary Grant for Students from the Former Yugoslavia (Soros Foundation), 1994–95, 1995–96, 1996–97; Rockefeller resident fellowship, Center for the Humanities, Univ. of Virginia, 1996–97; postdoctoral fellowship, Soc. for the Humanities, Cornell Univ., 1997–98.

Publications include *Forgetting Futures: On Memory, Trauma, and Identity* (2001); coed., *Topologies of Trauma: Essays on the Limit of Knowledge and Memory* (2002); guest coed., *Diacritics* (1998), *Postmodern Culture* (2001); contrib., *Regionalism Reconsidered: New Approaches to the Field* (1994), *Balkan as Metaphor: Between Globalization and Fragmentation* (2002), *Richard Wright's Black Boy* (2006); articles in *Studies in the Novel*, *UMBR(a): A Journal of the Unconscious*, *Callaloo*, *Discourse*, *Arizona Quarterly*, *Postmodern Culture*, *Tympanum*, *Diacritics*, *Translation Perspectives*.

Statement

In my view, the chief challenge facing our profession today concerns our response to competing claims on higher education. We are called on to provide more professionalized training and higher skills on stagnating budgets. While the MLA cannot stop this trend, it should strive to take the leading role in shaping what constitutes a quality education today. My priorities will also include improving the status of our profession, raising the profile and importance of humanities scholarship, and democratizing access to the most important educational resources.

II. New York State (4 contests)

110. **Christopher Baswell.** Ann Whitney Olin Prof. of English, Barnard Coll.

PhD, Yale Univ. Natl. Humanities Center fellowship, 1993–94; fellowship, Inst. for Advanced Study (Princeton, NJ), 2000–01. Beatrice White Prize (for *Virgil in Medieval England*), English Assn. (United Kingdom), 1998. Assoc. dir., Center for Medieval and Renaissance Studies (CMRS), Univ. of California, Los Angeles, 2005–08. General ed., *Cursor Mundi*, CMRS and Brepols Publishers, 2007–.

Publications include *Virgil in Medieval England: Figuring the Aeneid from the Twelfth Century to Chaucer* (1995); coed., *The Passing of Arthur: New Essays in Arthurian Tradition* (1988), *The Longman Anthology of British Literature*, section on the Middle Ages in vol. 1 (1999; 2nd ed., 2002; 3rd ed., 2006); contrib., *Medieval Masculinities: Regarding Men in the Middle Ages* (1994), *Translation Theory and Practice in the Middle Ages* (1997), *The Cambridge History of Medieval English Literature* (1999), *The Cambridge Companion to Medieval Romance* (2000), *Chaucer and the Challenges of Medievalism* (2003), *The Cambridge Companion to Medieval Women's Writing* (2003), *Reading Medieval Culture* (2005), *Middle English* (2007), *A Companion to Middle English Literature and Culture, c. 1350–c. 1500* (2007), *The Virgilian Tradition: The First Fifteen Hundred Years* (2007); articles in *Multilingua*, *Speculum*, *Traditio*, *Romance Languages Annual*.

111. **John Michael.** Prof. English and visual and cultural studies, Univ. of Rochester.

PhD, Johns Hopkins Univ. Ch., Dept. of English, Univ. of Rochester. CIES fellowship, Summer Polish Inst., Univ. of Pittsburgh, 1990; Fulbright lectureship (Univ. of Warsaw), 1990–91; Presidential Fellow, Salzburg Seminars, 1993. Consultant, NEH, 1985–87, 1989; consultant and interviewer, Fulbright Poland-America Scholar Exchange Prog., 1990. Faculty mentor, NEH Younger Scholars Prog., Univ. of Rochester, 1988–89, 1989–90; faculty mentor, McNair Prog., Univ. of Rochester, 2006. Steering comm., North Central Renaissance Conference (State Univ. of New York, Geneseo), 1986; conference steering comm., Group for Early Modern Cultural Studies, 1994. Asst. ed., *Glyph Textual Studies*, 1979–81; ed. board, *Telos*, 1990–98; advisory board, *Journal of Narrative Theory*, 2000–.

Publications include *Emerson and Skepticism: The Cipher of the World* (1988), *Anxious Intellectuals: Academic Professionals, Public Intellectuals, and Enlightenment Values* (2000), *Identity and the Failure of America: From Thomas Jefferson to the War on Terror* (2008); articles in *Arizona Quarterly*, *Hedgehog Review*, *South Atlantic Quarterly*, *Nineteenth-Century Prose*, *Politics and Culture: An International Review of Books*, *Socialism and Democracy*.

Statement

Two general types of issues confronting the profession seem especially crucial: first, the conditions under which scholars and teachers work at all levels of the profession from community colleges to research intensive universities; second, the situation and reputation of higher education generally and the humanities in particular in contemporary United States and global cultures. Among the aspects of the first requiring attention are, of course, standards for compensation, the protection of tenure, and the encouragement of disciplinary growth and interdisciplinary exchange within departments of literature and language and through the interrelationship of those departments with the social and natural sciences including information technologies. The MLA must continue to play an important part in maintaining the study of literatures and languages and in fostering emergent areas of inquiry and expertise. Crucial to the second is the characterization of higher education and the humanities in public discourse and popular culture here and

abroad. The public has a legitimate interest in receiving reasonable accounts of how its resources get spent—whether the institutions in question are public or private—and we as a profession have not always done especially well in explaining ourselves. I think we can do better and would like to see the MLA play a larger role in this effort to protect and encourage exchanges within the United States and between American academics and the rest of the world.



112. **Patrizia C. McBride.** Assoc. prof. German, Cornell Univ.

PhD, Indiana Univ., Bloomington. Alexander von Humboldt Foundation research grant, 2002–03; DAAD summer seminar fellowship, 2005. Max Kade Prize (for best article in *German Quarterly*), AATG, 2000; teaching award, Dept. of German, Scandinavian, and Dutch, Univ. of Minnesota, Twin Cities, 2001. MLA activities: exec. comm., Div. on 20th-Century German Lit., 2008–12.

Publications include *The Void of Ethics: Robert Musil and the Experience of Modernity* (2006); coed., *Legacies of Modernism: Art and Politics in Northern Europe, 1890–1950* (2007); articles in *Modernism/Modernity*, *Studies in Twentieth and Twenty-First Century Literature*, *Deutsche Vierteljahrsschrift für Literaturwissenschaft und Geistesgeschichte*, *German Quarterly*, *German Studies Review*, *Modern Austrian Literature*, *Musiliana*.

Statement

I was employed at the University of Minnesota for nine years before joining Cornell University in 2007. Especially during my tenure at Minnesota I experienced firsthand the financial and ideological pressures brought to bear on a large, publicly funded university in times of tightening budgets and rapidly changing economic and political realities. If elected as a regional delegate from New York State my first priority would be to promote the interests and concerns of the diverse constituencies that I represent. I am especially interested in working in the following areas: (1) fostering the cause of humanities studies and promoting modern-language literacy in cross-disciplinary and transnational contexts; (2) minimizing the material inequalities produced by stratified labor (tenured, adjunct, graduate) in various types of institutions and eliminating stratification whenever and wherever possible; and (3) furthering exchange and collaboration among different types of institutions in New York State (public and private, with different emphases on research and teaching) in order to counter existing trends toward institutional and economic compartmentalization.

113. **Rosmarie Thee Morewedge.** Assoc. prof. German, Binghamton Univ., State Univ. of New York (SUNY).

PhD, Univ. of California, Los Angeles. NEH fellowship, 1980; DAAD fellowship, 2000, 2004. SUNY Chancellor's Excellence in Teaching Award, 1985; Award for Teaching and Univ. Citizenship, Assn. of Amer. Colls. and Univs., 1995; Award for Excellence in Intl. Educ., Binghamton Univ., 2001; Binghamton Council Award for Excellence in Teaching and Service, 2001; Educator Merit Award, AATG and Goethe Inst., 2006. Exec. Council, AATG, 2001–03. MLA activities: exec. comm., Div. on German Lit. to 1700, 2006–10. Ed. boards: *Mediaevalia*, Center for Early Medieval and Renaissance Studies.

Publications include: ed., *The Role of Woman in the Middle Ages* (1975), *The Best Teaching Ideas VII* (2003); contrib., *From Symbol to Mimesis: The Generation of Walther von der Vogelweide* (1984), *Exile in Literature* (1988), *Triangulated Visions: Women in Recent German Cinema* (1998), *Medieval German Voices in the Twenty-First Century: The Paradigmatic Function of Medieval German Studies for German Studies* (2000), *Varieties and Consequences of Literacy and Orality* (2001), *Thinking about the Environment: Our Debt to the Classical and Medieval Past* (2002); articles in *Argenis*, *Unterrichtspraxis*, *Mediaevalia*, *ADFL Bulletin*.

Statement

For some years as department chair I have learned from the interaction of a flourishing international community of scholars and students working in western and east Asian languages and cultures. In the MLA I would advocate the kind of productive dialogue between scholars and creative artists working in diverse

languages and cultures that can lead to the recognition and interrogation of one tradition through the frame of another.

Specifically, I would seek for the MLA a greater engagement in international, national, and regional public advocacy of foreign language education linked to humanistic concerns and to the development of translingual and transcultural competence. Collaboration with global higher education organizations stressing commonalities needs to increase. Data banks of best practices and exemplary curricula in integrated foreign language education and in the teaching and learning of literatures and cultures need to be created and shared. To reverse the erosion of the humanities, the MLA should seek more diverse means and global partners to establish the centrality of the humanities, especially of literature, in the public discourse as well as in higher education and publishing (including translations). Artistic productions and dialogues with writers and artists need to be recorded, archived, and disseminated more broadly. In sum, I will seek to strengthen ongoing MLA efforts to bridge and foreground critical discussion of world literatures and cultural traditions that have run too long on separate tracks.



114. **James J. Bono.** Assoc. prof. history and medicine, Univ. at Buffalo, State Univ. of New York.

PhD, Harvard Univ. Natl. Science Foundation grant, 1988–89, 1999–2000; member, School of Social Science, Inst. for Advanced Study (Princeton, NJ), 1990–91; Eccles Fellowship in the Humanities, Tanner Humanities Center, Univ. of Utah, 1997–98; NEH fellowship, Folger Shakespeare Library, 2006–07. Best New Journal—Science/Technology/Medicine (for *Configurations*), Professional and Scholarly Publishing Div., Assn. of Amer. Publishers, 1995. Pres., Soc. for Lit. and Science, 1993–95; Garrison Lecture Comm. ch. (1998–2000), council member (1999–2002), Future Meetings Comm. ch. (2002–03), and Finance Comm. (2007–09), Amer. Assn. for the History of Medicine; Henry and Ida Schuman Prize Comm. (2003–05; ch., 2005) and Comm. on Prizes (2007–10), History of Science Soc. Founding ed., *Configurations: A Journal of Literature, Science, and Technology*, 1991–2005. Ed. boards: Literature and Science, Univ. of Michigan Press, 1993–2005; Studies in Science and Culture, Kluwer Academic Publishers, 1998–; *Bulletin of the History of Medicine*, 2007–10.

Publications include *The Word of God and the Languages of Man: Interpreting Nature in Early Modern Science and Medicine: Ficino to Descartes* (1995); coed., *Ethical Issues in Health Care on the Frontiers of the Twenty-First Century* (2000); assoc. ed. (for science, medicine, and technology), *Europe 1450 to 1789: Encyclopedia of the Early Modern World* (2004); contrib., *Literature and Science: Theory and Practice* (1990), *Grenzüberschreitungen in der Wissenschaft: Crossing Boundaries in Science* (1995), *Newton and Religion: Context, Nature, and Influence* (1999), *Science Studies: Probing the Dynamics of Scientific Knowledge* (2001); articles in *Bulletin of the History of Medicine*, *Configurations*, *Journal of the History of Biology*, *Traditio*.

Statement

The MLA can play a crucial role in shaping the future of public discourse concerning such issues as citizenship and civil society; immigration, religion, gender, race, and public polities; the technoscientific transformation of communication, bodies, social relations, and the “human”; and the meanings and trajectories of such phenomena as aging and the environment. To intervene creatively and helpfully, the arts and the humanities must cultivate as broad a horizon as possible, restricting neither their questions nor their answers by adopting narrow linguistic, cultural, or geographic vantage points and experiences. Readiness to address such challenges demands a rethinking of disciplinarity and of the performative power of the humanities to transform public and private practices and experiences. My work as a historian of science and medicine, as past president of the Society for Literature and Science, as editor of the journal *Configurations*, and as a teacher of medical humanities to medical students and of world civilizations to undergraduates makes me especially keen to think with my colleagues in the MLA about how we may reconfigure our disciplines, about how to enhance communication and cooperation across academic and larger geopolitical borders, and, generally, about the challenges that face us in the humanities and in society. I am deeply honored to stand for election to the MLA Delegate Assembly; if elected, I shall work to earn the trust and responsibility you will have placed on me.

115. **Mike Hill.** Assoc. prof. English, Univ. at Albany, State Univ. of New York (SUNY).

PhD, Stony Brook Univ., SUNY. Ch., Dept. of English, Univ. at Albany, SUNY, 2005–. Participant, School of Criticism and Theory (Dartmouth Coll.), summer 1992; participant, NEH summer inst., 1995; visiting prof., Fulbright Summer School for the Humanities, Moscow State Univ., 2002. Gustavus Myers Award (for *Whiteness*), Gustavus Myers Center for the Study of Bigotry and Human Rights, 1997. ASECS, Northeast ASECS, Group for the Study of Early Modern Culture, NEMLA, Intl. ASA, ASA. Assoc. ed., *Minnesota Review*. Ed. boards: *Cultural Logic*, *Global South*.

Publications include *After Whiteness: Unmaking an American Majority* (2004); ed., *Whiteness: A Critical Reader* (1997); coed., *Masses, Classes, and the Public Sphere* (2000); contrib., *White Trash: Race and Class in America* (1997), *Class Issues: Pedagogy, Cultural Studies, and the Public Sphere* (1997), *Education and Cultural Studies: Toward a Performative Practice* (1997), *Rhetoric in an Antifoundationalist World: Language, Culture, and Pedagogy* (1998), *Teaching in the Twenty-First Century: Adapting Writing Pedagogies to the College Curriculum* (1999); articles in *Small Axe: A Caribbean Platform for Criticism*, *Global South*, *Clio*, *International Journal of Critical Psychology*, *Minnesota Review*, *Journal of Blacks in Higher Education*, *ELH*, *Review of Education, Pedagogy, and Cultural Studies*, *Postmodern Culture*, *Symplokē*, *College Literature*, *Surfaces*.

Statement

By all accounts, the social contract between the state and federal governments and the public colleges and universities where most MLA members teach is well nigh expired. This has pressed humanities scholarship into a relationship with certain social and economic realities that have arrived somewhat belatedly, we might say, after theory, but not at all on our terms.

The question about what to do next thus runs in at least two directions: the MLA, through its delegates and constituencies, ought to seek new ways to convince increasingly reluctant legislative bodies, and whatever is left of the public, namely, our graduate and undergraduate students, to recommit to humanities education; and we should do so neither through a return to traditional modes of literary inquiry nor through the persistence of rarified theoretical discourse.

If there is a rift between higher learning and state support and a concurrent withering away of traditional civil society activity, then we could, on the one hand, continue to mourn or compensate for the loss. On the other hand, this very rift might also be an opportunity to refine and redefine humanities higher education.

I believe the moment is right to reinvent the scholar's task. I believe that such change may be seen, specifically, in terms of the devolution of state support, technological development, demographic shifts, the creative recombining of disciplines, and so-called globalization. I look forward to working collectively with MLA colleagues on these and other issues.



116. **Adam G. Hooks.** Grad. student English, Columbia Univ.

M.Phil., Columbia Univ. Institutional service (Columbia Univ.): Grad. Student Council representative, Dept. of English and Comparative Lit., 2005–07; teaching events coord. and fellow, Dept. of English and Comparative Lit., 2006–07. Velde Visiting Scholar, Rare Book and Manuscript Library, Univ. of Illinois, 2006; Mellon Summer Research Fellowship, Columbia Univ., 2007, 2008; Malkin New Scholar, Bibliographical Soc. of America, 2008; Whiting Foundation Fellowship in the Humanities, 2008–09. Conference presentations: Center for the Study of Books and Media, Princeton Univ., 2005; Renaissance Soc. of America, 2007, 2008; Shakespeare Assn. of America, 2007, 2008; Bibliographical Soc. of America, 2008.

Publications include article in *Papers of the Bibliographical Society of America*.

Statement

A new generation of scholars is now entering a profession in the midst of profound changes. Strikingly narrow job prospects have been exacerbated by a crisis in scholarly publishing and a dependence on contingent faculty members that has led to, and indeed sanctioned, a shrinking minority of tenure-track positions concentrated at institutions with abundant resources. This dependence undermines the integrity of

and access to the education and instruction that should be our highest priority. These challenges can be met only by comprehensively integrating graduate students and contingent faculty members into the life of the MLA, not only to address immediate needs but to better understand the historical and institutional contexts and causes that underlie the current state of the profession. At the individual institutional level, these concerns can be addressed by providing training that helps both students and faculty members articulate—to a wide audience—the crucial importance of the knowledge and skills that the humanities provide. Redefining what counts as scholarship, a conversation initiated by the recent MLA report, is surely one way to accomplish this goal, particularly in an environment in which resources for research are increasingly expensive and scarce. It is of perhaps greater importance to ensure that they are adequately knowledgeable about and prepared for the variety of institutional circumstances and diversity of students that they will encounter.

117. **Seth Perlow.** Grad. student English, Cornell Univ.

MA, Univ. of Chicago. Institutional service (Cornell Univ.): conference organizer, Cornell Theory Reading Group, spring 2008. Writer in residence, Elsewhere Artist Collaborative (Greensboro, NC), summer 2006. Rosalie Colie Prize in Comparative Lit., Brown Univ., May 2005. Conference presentations: Master of Arts Prog. in the Humanities, Univ. of Chicago, Apr. 2006; Grad. English Students Assn., Univ. of Virginia, Mar. 2008.

Publications include *Robot Portrait of Homo Futurus* (poetry, 2008); contrib. of translations, *Connecting Lines: New Poetry from Mexico* (2006); poems in *Horse Less Review*, *Elimae*, *Cortland Review*, *Opium*, *Carousel*; translations in *Revista Respiro*.

Statement

As a member of the Delegate Assembly I hope to address two areas of concern for the broader MLA membership. First, the nature of academic employment continues to change in ways that present unfamiliar challenges. As tenured positions disappear—and as gaining tenure becomes strictly tied to the academic monograph—we need to adapt and respond to the increasing importance of adjunct positions. These changes in the professional landscape have obvious impacts for competitiveness, job security, and the undergraduate experience; also their relations to freedom of thought in the academy and to the fashion system of humanistic scholarship may raise eyebrows. I believe the Delegate Assembly should address these consequential changes in what it means to teach modern languages and, in doing so, can provide better service to MLA members. Second, the assembly should open a discussion of questions relating to public perceptions of the academy and the academy's role in society at large. The unfair distribution of access to education remains the most pressing among these issues. Strategies for addressing this problem, however, may go together with broader outreach programs that can do much to improve public appreciation of and interest in humanistic scholarship. What effects can such professional outreach—ranging from community service to publication in mass media—have on careers within the academy and on the popular image of literature and scholarship? I look forward to addressing these and other issues as a member of the Delegate Assembly.

III. Middle Atlantic (5 contests)

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

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

PhD, Univ. of Virginia. Fellowship, Prog. for Cultural Cooperation between Spain's Ministry of Culture and United States Univs., fall 2003; dissertation fellowship, Univ. of Virginia, 2003–04. Ed. asst., *Dieciocho*, 2000–03.

Statement

I am pleased to run for a seat in the Delegate Assembly as a regional candidate representative representing the Middle Atlantic region. Should I be elected I will make sure to express the concerns of MLA members in my region.

It is a well-known fact that students increasingly prefer to study other disciplines instead of the humanities or languages because they feel them to be more “useful.” The study of literature in the classroom

is ever more being perceived as irrelevant to today's world. I believe that more emphasis should be placed on promoting literary and cultural studies in undergraduate institutions. As a delegate, I look forward to discussing ways in which we can promote the study of the humanities and languages in our own institutions and at a state and national level.

In addition, I am interested in promoting interdisciplinarity and calling greater attention to its importance and relevance in the area of literary studies. For example, I think that graduate students in Spanish, French, or German would benefit from taking graduate courses in history, philosophy, or English, when the courses pertain to their area of specialty. This is an area about which I am particularly passionate, working at a small university where we often teach interdisciplinary courses.

Finally, I look forward to learning from colleagues in other parts of the country, which will allow me to learn about other ideas and approaches to teaching language, literature, and culture.

119. Bettina Brandt. Asst. prof. German, Montclair State Univ.

PhD, Harvard Univ. DAAD grant, 1997; Volkswagen Foundation grant, 2005; DAAD summer seminar stipend, 2005; NEH research fellowship, 2005–06. Dean's Recognition Award for Scholarship, Montclair State Univ., 2008. Consultant, NEH, 2008. MLA activities: exec. comm., Discussion Group on Netherlandic Lang. and Lit., 2007–11.

Publications include: contrib., *Der imaginierte Findling* (1995), *Dictionary of Women Artists* (1997), *The Low Countries and the New World(s): Travel, Discovery, Early Relations* (2001), *Comedy: A Geographic and Historical Guide* (2005), *Yōko Tawada: Voices from Everywhere* (2007), *Rebirth of a Culture: Jewish Identity and Jewish Writing in Germany and Austria Today* (2008); articles in *Women in German Yearbook*, *Germanic Review*, *Text und Kritik: Zeitschrift für Literatur*, *Gegenwartsliteratur: A German Studies Yearbook*, *Comparative Literature Studies*, *Europe: Revue littéraire mensuelle*, *World Literature Today*, *Filter: Tijdschrift voor vertalen*, *Tijdschrift voor vrouwenstudies*.

Statement

I consider the teaching of foreign languages integral to literary studies. Foreign languages should be taught not only for national security purposes but because they open communication and eventual understanding between cultures. As a comparatist and a scholar of transnational literature, I would urge the MLA to emphasize that the study of languages and literatures exceeds the confines of national states. As a teacher at a state university, I am an advocate for the preservation of language studies at mid-level institutions as well as elite colleges. I would also argue that the teaching of foreign languages should not be considered a zero-sum game within the university. In the face of recent decisions to eliminate foreign language departments, we need to insist that the expansion of one language program need not come at the expense of another. Finally, I would be honored to serve the MLA as a regional delegate.



120. Marc Caplan. Asst. prof. and Tandetnik Prof. in Yiddish Lang., Lit., and Culture, Johns Hopkins Univ.

PhD, New York Univ. Aaron and Sonia Fishman Foundation for Yiddish Culture fellowship, 1995, 1997; Vivian Lefsky Hort Fellowship in Jewish Studies, YIVO Inst., 2000; Gildin Yiddish Book Scholarship, Natl. Yiddish Book Center, 2001; Maurice and Marilyn Cohen Doctoral Dissertation Fellowship in Jewish Studies, Natl. Foundation for Jewish Culture, 2001–02; Betty and Morris Shuch Term Fellowship, Center for Advanced Judaic Studies, Univ. of Pennsylvania, 2004–05; Harry Starr Fellowship, Center for Jewish Studies, Harvard Univ., 2005–06. Anaïs Nin Excellent Service Award, Dept. of Comparative Lit., New York Univ., 1996, 1997. Exec. comm., Yugntruf, 1995–2003; exec. board, Aaron and Sonia Fishman Foundation for Yiddish Culture, 2000–; advisory board, Jewish Alliance for Change (formerly Kahal America), 2008. MLA activities: exec. comm., Discussion Group on Yiddish Lit., 2004–05. Ed. advisory board, *Di Tsukunft*, 2000–03.

Publications include: contrib., *African Literatures at the Millennium* (2006); articles in *Jewish Social Studies*, *Modern Fiction Studies*, *Prooftexts: A Journal of Jewish Literary History*.

Statement

Like many newly minted academics, I have in a short time amassed experience in a variety of institutions and in many disciplines. Over the past five years, I have been employed by New York University (where I earned my PhD), Indiana University, the University of Pennsylvania, Harvard, and now Johns Hopkins; I have worked in general literature curriculums, African studies, and Jewish studies. I have come to understand the range of possibilities available to young professionals in the humanities and gained a sense of the profound economic and institutional challenges to establishing a career in our field. As a regional delegate to the MLA assembly, my highest priority will be to ensure that our organization remain a platform to advocate for the needs of graduate students, adjunct faculty members, and assistant professors: to support their rights to organize, to enhance the professional services available to them, and to provide expanded opportunities for them to present and publish their research. Of equal significance, I see the need for the MLA to advocate the importance of the humanities curriculum generally—at a time when these disciplines are more embattled and underfunded than ever—and underrepresented languages and cultures specifically. It is an honor and a pleasure to submit my name for nomination to this position, because I value not only the work of our organization but also the ideals of a group dedicated to the study of literature as such, in all its disciplinary, theoretical, historical, linguistic, and professional dimensions. Vote Quimby!

121. **Arnd Wedemeyer.** Asst. prof. German, Princeton Univ.

PhD, Johns Hopkins Univ.

Publications include article in *MLN*.

122. **Adriano Duque.** Asst. prof. Spanish, Rider Univ.

PhD, Univ. of North Carolina, Chapel Hill. FLAS fellowship, summer 2001 (Damascus), summer 2002 (Fez); research fellowship, Asociación de Amigos de la Universidad de Navarra, 2002–03; NEH summer inst. fellowship, 2006, 2008. Tanner Award for Excellence in Undergrad. Teaching, Univ. of North Carolina, Chapel Hill, spring 2002; faculty mentoring award, Dept. of Romance Langs. and Lits., Univ. of North Carolina, Chapel Hill, spring 2006; adviser appreciation award, Rider Univ., spring 2008. Panelist, NEH, 2006, 2008. Asociación Internacional de Hispanistas. Ed., *Anuario del mediodía* (Faculty of Philology, Univ. of Seville), 1991–94.

Publications include: contrib., *Dictionary of Literary Biography*, vol. 318 (2005), *Travels and Travelogues in the Middle Ages: Essays on Symbolic Engagement in Early Drama* (2008), *Encyclopedia of Pestilence, Pandemics, and Plagues* (2008); articles in *La corónica*, *Anuario del mediodía*.

Statement

As a Spanish medievalist and faculty member in a small liberal arts college, I feel a profound commitment to diversity and the teaching of foreign languages. I strongly believe that the MLA plays a crucial role in our profession both in and outside academia.

As we work to strengthen the relation between graduate students and faculty members, it is also important that we establish dialogues among different languages and disciplines in order to create stronger links between the classroom and the world. I also believe that we must continuously evaluate the various boundaries between disciplines in relation to the humanistic learning that we all pursue.

If elected, I will advocate for the MLA to continue supporting competence in the world's languages at the center of higher education programs and to strengthen its role in facilitating discussion and developing creative strategies for action and for the coordination of common projects.

123. No candidate

124. **David Kurnick.** Asst. prof. English, Rutgers Univ., New Brunswick.

PhD, Columbia Univ. Jacob K. Javits Fellowship, 1999–2003; W. M. Keck Foundation Fellowship, Huntington Library, Apr.–June 2005; participant, Natl. Humanities Center summer inst., 2006. Best Grad.

Student Paper, North Amer. Victorian Studies Assn., 2005; Leon Edel Prize, *Henry James Review*, spring 2005. Comm. member, Carnegie Initiative on the Doctorate, Columbia Univ., 2002–04. Program comm., Northeast Victorian Studies Assn., 2007–09; North Amer. Victorian Studies Assn.; Soc. for the Study of Narrative Lit.; Amer. Lit. Assn.; Henry James Soc.

Publications include articles in *Henry James Review*, *ELH*, *Victorian Studies*.

Statement

As a new assistant professor at a public university in a state facing massive budget cuts, I think the work we do in the humanities is ever more important and more precarious. I welcome the chance to serve as a member of the Delegate Assembly as a way to think harder about how we can forcefully represent the specific value of literary study to our students, to the public at large, to administrators, and to government. In particular I think the MLA is key to resisting the creeping prevalence of business rationales in explaining our work and to protecting graduate student and adjunct instructors.

125. **Hiram Perez.** Asst. prof. English, William Paterson Univ.

PhD, Columbia Univ. NEH summer seminar fellowship, 2007; Ford Foundation Diversity Fellowship, Princeton Univ., 2008–09. Ed. board, *Transformations: The Journal of Inclusive Scholarship and Pedagogy*.

Publications include: contrib., *East Main Street: Asian American Popular Culture* (2005), *Reading Brokeback Mountain: Essays on the Story and the Film* (2007); articles in *Camera Obscura: Feminism, Culture, and Media Studies*, *Transformations: The Journal of Inclusive Scholarship and Pedagogy*, *Social Text*, *Cinéaste*.

Statement

As a delegate for the Middle Atlantic region, I will prioritize the relations among equity, social justice, and education. I am committed to developing strategies for minority retention and to creating a climate for human dignity on college campuses. The increasingly corporate culture of the university calls for a reinvigoration of the links between democracy and education. The MLA needs to advocate for the most vulnerable labor on campuses, including adjunct, part-time, and graduate instructors as well as professional staff. Organizations like the MLA also need to develop enforceable policies to protect untenured faculty members from punitive or arbitrary contract decisions.

The corporate university devalues the humanities, in particular the study of language. As we work to remedy the diminishing role of the humanities, we also need to consider the peculiar disregard for teacher education often prevailing at research universities, an attitude seeping into standards for professional evaluation at “teaching institutions.” In response to this trend at the college level, I hope to see the MLA adopt a more holistic approach to educational politics and confront crises in K–12 education (and relevant national and international policy making). My experience teaching at both private and public institutions in a variety of programs—English, African American studies, women’s studies, Latin American and Latina/o studies—and past work for the New Jersey Council for the Humanities as a consultant and seminar leader for K–12 educators provides me with the benefit of multiple perspectives from which to contribute to the Delegate Assembly.



126. **Marcie Bianco.** Grad. student English, Rutgers Univ., New Brunswick.

MA, Rutgers Univ., New Brunswick. Current institutional service (Rutgers Univ.): student representative, Grad. Exec. Comm., Dept. of English, 2005–07; moderator, Grad. Symposium, 2006; cocoord., Twentieth-Century Interest Group, 2006–07; coord., Grad. Symposium, 2007; cocoord., Sexuality Speakers Series, Dept. of English, 2007. J. Robert Westervelt Scholar, Harvard Univ., 2000–02; Ford Foundation grad. fellowship, Rutgers Univ., 2004–05; Mellon grant, Folger Shakespeare Library, summer 2006.

Publications include articles in *Early Modern Literary Studies*, *Clarion: A Woman’s Critical Journal*.

Statement

As liaison to the graduate student community in the Middle Atlantic region, I would work to ensure that the concerns of the community are heard within the assembly. In addition, if elected, I would assist the assembly with whatever pressing matters they encounter throughout the next three years of my term.

127. Rebecca Skidmore Biggio. Grad. student English, West Virginia Univ., Morgantown.

MA, Univ. of North Carolina, Wilmington. Institutional service (West Virginia Univ.): activities representative, English Grad. Organization, 2004–05; peer mentor, 2004–05; ch., English 101 Textbook Comm., 2005–06; Undergrad. Writing Comm., 2005–06; mentor coord. and asst. to the dir., Center for Writing Excellence, 2005–06; asst. coord., Writing across the Curriculum, 2006–07; administrative asst., Eberly Coll. Summer Seminar in Literary and Cultural Studies, 2007. Stephen Crocker Dissertation Fellowship, West Virginia Univ., 2007–08. Honorable mention, dissertation competition, Ford Foundation Diversity Fellowships Prog., 2008. Pres., Appalachian Prison Book Project, 2006–. Sec. (2003–04) and pres. (2004–05), SAMLA Grad. Student Forum. Conference presentations: Southern Humanities Council, 2004; Grad. Student Colloquium, West Virginia Univ., 2005; PAMLA, 2005; MLA, 2006; Futures of Amer. Studies Inst., Dartmouth Coll., 2007.

Publications include: contrib., *The African American National Biography*, vol. 4 (2008); article in *Professional Studies Review*.

Statement

As researchers and educators whose teaching and scholarship necessarily extend beyond the academy and operate within a broader sociopolitical context, it is important to continually evaluate the function and meaning of literary and language degrees for graduates at all levels—practically, personally, culturally. As an intellectual community, we must assert through practical example the social value of literacy in its broadest sense and the functional democracy it portends. I welcome the opportunity to stand for election to the MLA Delegate Assembly and to represent the professional interests of my peers by supporting the development of strategies that aim to preserve academic integrity, expand academic freedoms, and help the MLA to continue to develop as a voice for fairness in the academy overall.

IV. Great Lakes (6 contests)

Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin

128. Alejandro Herrero-Olaizola. Prof. Spanish, Univ. of Michigan, Ann Arbor.

PhD, Univ. of Southern California. NEH fellowship, 2002; Charles A. Ryskamp Research Fellowship, ACLS, 2003–04. Excellence in Educ. Award (for teaching), Coll. of Lit., Science, and the Arts, Univ. of Michigan, 1998, 1999.

Publications include *Narrativas híbridas: Parodia y posmodernismo en la ficción contemporánea de las Américas* (2000), *The Censorship Files: Latin American Writers and Franco's Spain* (2007); guest ed., *Journal of Interdisciplinary Literary Studies* (2005), *Symposium* (2007); guest section coed., *Arizona Journal of Hispanic Cultural Studies* (2005); articles in *Symposium*, *Arizona Journal of Hispanic Cultural Studies*, *Twentieth-Century Literary Criticism*, *Journal of Interdisciplinary Literary Studies*, *Literary Research / Recherche littéraire*, *Mosaic*, *Modern Language Notes*, *Antipodas* (Univ. of Auckland), *Journal of Popular Culture*, *Hispanic Review*, *Hispanófila*.

Statement

If elected as a member of the Delegate Assembly from the Great Lakes region, I will seek to strengthen the role of academic freedom, equality, and diversity in MLA forums. These three pillars are, in my view, fundamental for the success of higher education. I strongly believe that the MLA should continue addressing the complexities around these issues, particularly in states like Michigan, where voters have recently approved proposals that jeopardize diversity and equality in education as well as in society at large.

129. **Carl Niekerk.** Assoc. prof. German and comparative and world lit., Univ. of Illinois, Urbana.

PhD, Washington Univ. DAAD fellowship, 1987–88; NEH-DAAD summer research grant, 1995; Mellon Foundation faculty development grant, fall 2003. Award for Best Article of 1997, *Seminar*; Excellence in Undergrad. Advising, Coll. of Liberal Arts and Sciences, Univ. of Illinois, Urbana, 2008. MLA activities: exec. comm., Discussion Group on Netherlandic Lang. and Lit., 1998–2002. Ed. board, *Journal of English and Germanic Philology*, Jan. 2001–Jan. 2003.

Publications include *Bildungskrisen: Die Frage nach dem Subjekt in Goethes Unterhaltungen deutscher Ausgewanderten* (1995), *Zwischen Naturgeschichte und Anthropologie: Lichtenberg im Kontext der Spätaufklärung* (2005); coed., *One Hundred Years of Masochism: Literary Texts, Social and Cultural Contexts* (2000); contrib., *Die Erfindung der Welt: Zum Werk von Christoph Ransmayr* (1997), *The Oxford Guide to Literature in English Translation* (2000), *Kleist's Erzählungen und Dramen: Neue Studien* (2001), *Sound Matters: Essays on the Acoustics of Modern German Culture* (2004), *Legacies of Modernism: Art and Politics in Northern Europe, 1890–1950* (2007); articles in *Musical Quarterly*, *De Gids*, *Monatshefte*, *German Quarterly*, *Comparative Studies of South Asia, African, and the Middle East*, *Neophilologus*, *Journal of English and Germanic Philology*, *Lessing Yearbook*, *Weimarer Beiträge*, *Seminar*, *Zeitschrift für deutsche Philologie*, *Colloquia Germanica*, *Neue Rundschau*.

Statement

I am interested in the MLA as a platform that can help facilitate discussions on strengthening the study of languages, literatures, and cultures, in particular at the undergraduate level. At the University of Illinois I have been active in college committees that dealt with undergraduate curricular matters and reform. As undergraduate adviser of the Department of Germanic Languages and Literatures spearheaded the introduction of a five-year BA/MA in German and a variety of new general-education courses. I am interested in pragmatic solutions that strengthen the position of language, literature, and culture departments at universities and simultaneously also foster diversity and critical engagement with the world. The MLA is in an excellent position to function as a meeting place for faculty members to share information about successful strategies and hands-on initiatives to their mutual benefit, in particular also between faculty members at large (so-called research) institutions on the one hand and smaller universities and liberal arts colleges on the other. A primary focus, in my view, should be initiatives that seek to make the study of other languages and cultural traditions into a key component of every student's curriculum. In addition, I find it crucial that universities create the space for less-taught languages or areas of the world to be part of the general curriculum. Students should leave college not only with the linguistic means but also with the intercultural skills and the intellectual eagerness that allow them to communicate successfully in a diverse and complex world.



130. **Matthew Senior.** Assoc. prof. French, Oberlin Coll.

PhD, Yale Univ. Ch., Dept. of French and Italian, Oberlin Coll. Summer fellowship, Inst. for Research in the Humanities, Univ. of Wisconsin, Madison, 1995, 1998; McKnight Foundation research grant, 1996. Pres. (2001–03) and conference codir. (2003), Soc. for Interdisciplinary French Seventeenth-Century Studies; SCMLA. Advisory boards: *Seventeenth-Century French Studies*, 2004–; *Society and Animals*, 2005; Ashgate Publishing, 2005–; *EMF: Studies in Early Modern France*, 2006.

Publications include *In the Grip of Minos: Confessional Discourse in Dante, Corneille, and Racine* (1994); ed., *A Cultural History of Animals in the Age of Enlightenment* (2007); coed., *Animal Acts: Configuring the Human in Western History* (1997); contrib., *Dictionary of Literary Critics and Criticism* (1999), *Encyclopedia of Modern French Thought* (2004), *Renaissance Beasts: Of Animals, Humans, and Other Wonderful Creatures* (2004); articles in *Papers on French Seventeenth-Century Literature*, *Romanic Review*, *Seventeenth-Century French Studies*, *French Review*, *Yale French Studies*.

Statement

At a time when biology, neuroscience, and information technology have made great strides and are providing seductive and reductive models of human cognition and behavior, it is important that the humanities stay informed about such developments and remain in dialogue with the sciences and social

sciences while continuing to insist on the linguistic embeddedness and historical belatedness of human cultural activity.

The ambiguity and polyvalence of texts and the cultural weight of the past come to the fore in the publications of MLA members and in their conference papers at the national and regional conferences. In the classroom, the study of texts, films, and images provides a complement and a countermodel to the sciences, where ambiguity and undecidability are unavoidable outcomes of inquiry. One of the most important roles of humanists in the twenty-first century will be to critique scientific and economic rationalisms. The MLA, often scorned and ridiculed in the popular press, will hopefully never give up its insistence on the obtuseness and obscurity of language.

131. **Michael Tangeman.** Assoc. prof. Japanese, Denison Univ.

PhD, Ohio State Univ.



132. **Juliette Cherbuliez.** Assoc. prof. French, Univ. of Minnesota, Twin Cities.

PhD, Univ. of Pennsylvania. Arthur “Red” Motley Exemplary Teaching Award, Coll. of Liberal Arts, Univ. of Minnesota, 2004.

Publications include *The Place of Exile: Leisure Literature and the Limits of Absolutism* (2005); contrib., *Classical Unities: Place, Time, Action* (2002), *Madame de Villedieu romancière: Nouvelles perspectives de recherches* (2004), *Intersections* (2005); articles in *Nottingham French Studies*, *French Review*.

133. **Ellen McClure.** Assoc. prof. French, Univ. of Illinois, Chicago.

PhD, Univ. of Michigan, Ann Arbor. Visiting assoc. dean for student academic affairs, Coll. of Liberal Arts and Sciences, Univ. of Illinois, Chicago, 2007–08. Mellon postdoctoral fellowship, Newberry Library, 2000–01. Exec. comm., Soc. for Interdisciplinary French Seventeenth-Century Studies, 2001–03; exec. comm., North Amer. Soc. for Seventeenth-Century French Lit., 2007–08. MLA activities: exec. comm., Div. on 17th-Century French Lit., 2008–12. Contributing ed., *French 17*, 2000–.

Publications include *Sunspots and the Sun King: Sovereignty and Mediation in Seventeenth-Century France* (2006); articles in *Philosophy and Literature*, *Romanic Review*, *Seventeenth-Century French Studies*.

Statement

My years as a teacher and researcher in early modern French studies have convinced me of the following: that one of the primary goals of a liberal arts education should be to enable students to view the world from the position of another. Whether the student agrees or disagrees with this viewpoint is less important than whether she develops the flexibility, open-mindedness, and empathy that allow such a shift in vision to happen. This skill, which is learned and requires practice, is more essential than ever in today’s world.

The study of foreign languages and literatures should therefore occupy a privileged and central position in the liberal arts, insofar as they assist the development of the skills described above on both a practical and a theoretical level. In a climate of funding cuts, of stringent results-based assessment mechanisms, and of an understandable impatience with the foreign language requirement as an obstacle to timely graduation, this centrality of foreign languages and literatures needs to be articulated forcefully and repeatedly, and the MLA is in the ideal position to do so. If elected, I will do my best to participate in the elaboration and dissemination of this message and to resist the ongoing fragmentation of language and literature departments—a fragmentation aided considerably by the vanishing of full-time tenure-track or tenured faculty positions—into teaching and research components.



134. **Richard A. Gordon.** Asst. prof. Spanish, Ohio State Univ., Columbus.

PhD, Brown Univ. Title VI FLAS fellowship (Brazil), 2000; resident fellow, Clements Center for Southwestern Studies, Southern Methodist Univ., 2003–05; research grant, Biblioteca Nacional de Lisboa and Fundação Luso-Americana, summer 2005, summer 2006, summer 2007; Mendel Fellowship, Lilly Library, 2006. David and Ruth Kossoff Prize for Leadership in Teaching, Dept. of Hispanic Studies, Brown Univ., 2000. Coleader, Lusophone Globalities (Web site and electronic discussion list), 2007–. Selection comm. for FIPSE-CAPES grant, Brazil–United States Biotechnology Educ. Partnership, Ohio State Univ., 2006–10. Prog. comm., Brazilian Studies Assn., 2007–08. Ed. board, *Cuaderno internacional de estudios humanísticos y literatura / International Journal of Humanistic Studies and Literature* (Univ. de Puerto Rico, Humacao), 2006–.

Publications include articles in *Hispania*, *Modern Language Notes*, *Luso-Brazilian Review*, *Letras peninsulares*, *Colonial Latin American Review*, *Journal of Latin American Cultural Studies*.

Statement

I am interested in fostering increased ties between United States and foreign universities from the individual through the administrative levels and in the areas of research, pedagogy, and community outreach. Most of us appreciate that important work is being done at non–United States institutions in many disciplines, yet there are firm impediments to interchange with our colleagues abroad, even when we are aware of what our counterparts in other countries are doing. We would all gain from such enhanced contact. I would like to see the MLA play a key role in facilitating the circulation of knowledge, students, and faculty members between the United States and other nations. I’ve been making varied efforts in this area over the past few years in relation to Brazilian universities and Ohio State, and I think the experience I’ve gained will help to tackle similar challenges in diverse institutional and international contexts. Faculty members in modern languages can be protagonists in efforts to internationalize United States universities. However, administrators often fail to recognize the value of modern language faculty members’ cultural knowledge in trying to build relationships with foreign universities. Even if the relationships that we help to foster between our institutions and foreign entities (e.g., in biotechnology or business, two of the areas I’m working on now, in addition to literature and culture) do not seem immediately to benefit our discipline or department, our respective fields within the modern languages will benefit sooner or later from increased international ties.

135. **Jarrod Hayes.** Assoc. prof. French and francophone studies, Univ. of Michigan, Ann Arbor.

PhD, Graduate Center, City Univ. of New York. Fulbright scholarship, 1988–89; Mellon fellowship, 1989–94; ACLS fellowship, 1999–2000. MLA activities: exec. comm., Div. on Comparative Studies in 20th-Century Lit., 2002–05; *PMLA* Advisory Comm., 2002–05.

Publications include *Queer Nations: Marginal Sexualities in the Maghreb* (2000); contrib., *African Images: Recent Studies in Text and Cinema* (2000), *Postcolonial, Queer: Theoretical Intersections* (2001), *Encyclopedia of African Literature* (2003), *Music, Writing, and Cultural Unity in the Caribbean* (2005), *Dictionnaire de la pornographie* (2005), *The Columbia History of Twentieth-Century French Thought* (2006), *Routledge International Encyclopedia of Queer Culture* (2006); articles in *PMLA*, *Women’s Studies Quarterly*, *Contemporary French and Francophone Studies* (formerly *Sites*), *Romanic Review*, *Minnesota Review*, *Centennial Review*, *Literature/Film Quarterly*, *Wasafiri*, *Présence francophone*.

Statement

In an era of increasing corporatization of the university, I feel that the MLA, along with other professional organizations such as the AAUP, has an important role to play in defending principles such as shared governance and academic freedom. In addition, against anti-intellectual dismissals of the value of our work, indeed of *our* value as teachers and scholars, the MLA, as one of the most public faces of our fields, should continue to assert the relevance and importance of language, literary, and cultural studies within a liberal arts education. Furthermore, it is important that the MLA, whenever possible, promote and defend the labor rights of *all* its members, regardless of our rank within our individual institutions—from graduate students, to part-time instructors, to full-time non-tenure-track instructors, up to the highest-ranking full professor. And it should do so with a view toward correcting the inequalities that exist among these ranks.



136. **Thomas J. D. Armbrecht.** Assoc. prof. French, Univ. of Wisconsin, Madison.

PhD, Brown Univ. Rotary Intl. scholarship, 1987; writers' conference scholarship, Bread Loaf School of English, 1992; teaching fellowship, Académie de Paris, 1995–96; teaching and technology grant, Natl. Inst. for Tech. in Educ., 1998, 2002; Univ. of Wisconsin System Teaching Fellow, 2008–09. Gay Scholar Award, Johnson and Wales Univ., 1995.

Publications include *At the Periphery of the Center: Sexuality and Literary Genre in the Works of Marguerite Yourcenar and Julien Green* (2007); introd. and trans., Eric Jourdan, *Wicked Angels* (2006); contrib., *Cultures transnationales de France: Des "Beurs" aux . . .* (2001), *Images of Masculinity in Fantasy Fiction* (2003), *Visual Culture in Twentieth-Century Germany: The Text as Spectacle* (2006), *Catholic Figures, Queer Narratives* (2007), *Teaching Life Writing Texts* (2008); articles in *Quarterly Review of Film and Video*, *Harvard Gay and Lesbian Review Worldwide*, *American Drama*, *Mosaic*.

Statement

As a member of the MLA Delegate Assembly, I will work hard to uphold the organization's tradition of advancing scholarship and promoting academic freedom. At a time when higher education's form and function is being called into question, the MLA is of unprecedented importance. I would like to help shape the future of American education by working with the Delegate Assembly to create resolutions on matters of public and institutional policy affecting the study and teaching of the humanities.

As a delegate, I will focus on issues of diversity and equal access for underrepresented groups both in the MLA specifically and in higher education in general. I will also work to uphold standards of quality in teaching and research during this time of increasing academic consumerism. With these concerns in mind, I will promote dialogue among faculty members and administrators from all sorts of schools to ensure the enfranchisement of people from the entire spectrum of higher education. I am committed to representing my region and to promoting the interests of MLA members as a whole.

137. **Jonathan Burgoyne.** Asst. prof. Spanish, Ohio State Univ., Columbus.

PhD, Univ. of California, Santa Barbara. Project grant, Prog. for Cultural Cooperation between Spain's Ministry of Culture and United States Univs., 2005.

Publications include *Reading the Exemplum Right: Fixing the Meaning of El Conde Lucanor* (2007); ed., *Text and Concordances of the Libro Binario* (2007); articles in *Hispanic Review*, *La corónica*, *Revista canadiense de estudios hispánicos*.

Statement

There are two trends in the academy that I feel the MLA must resist: the greater demand for quantifiable (and marketable) indicators of achievement and the decline of tenure. It is now a commonplace in debates over higher education that American universities have given in to a corporate model driven by the bottom line. The market paradigm insidiously blocks our students from engaging in the kind of active learning that involves critical thinking, problem solving, and literacy. As we all know, these learning experiences form the foundation of an authentic education that enriches our lives and our communities. By turning students into clients who are always right, our universities strip them of their human condition, converting students into units of market share, and teach them to measure their world with the same commercial metric.

The decline of the tenured and tenure-track faculty is symptomatic of the corporate model takeover. The trend toward employing adjunct faculty members threatens academic freedom and erodes the sense of invested interest in a university's educational mission. When professors are treated as overhead and units of labor, they cannot address the human needs of their students; rather, they are forced to become company men and women and to deliver the product that the clients demand. More and more students are told that this product should be a quantifiable set of skills that they can then market in the real world of our modern consumer-oriented economy, thus perpetuating the dehumanization of our communities and higher education.



138. **Julia Barrett.** Grad. student English, Loyola Univ., Chicago.

MA, Loyola Univ., Chicago (LUC). Institutional service (LUC): board member, English Grad. Student Assn., 2007–; mentor, English Grad. Mentoring Prog., 2008–. Crown Fellow, LUC, 2006–; Tuma-Gravitt Book Scholarship, LUC, 2008. Claves Essay Award, LUC, 2008; Presenter Award in Interdisciplinary Grad. Research, Grad. School, LUC, 2008. Community liaison, *Journal of Ordinary Thought*, Neighborhood Writing Alliance (Chicago), 2005–06. Assoc. ed., *International Journal of the Humanities*, 2007. Conference presentations: Amer. Soc. for Lit. and the Environment, 2007; Fifth Intl. Conference on New Directions in the Humanities, Amer. Univ. of Paris, 2007; MMLA, 2007.

Statement

The quality of our scholarship is tied to our quality of life. It is when students and faculty members are in healthy, supportive, and resource-laden environments that we are best able to grow as scholars and contribute to the intellectual life of our institutions and the profession. Advocating for the presence of resources such as health and child care is therefore only the first step; they must also be readily accessible and tailored to the needs of particular academic communities. This is an issue of specific concern for adjunct faculty members and graduate students, who frequently do not have the means to supplement benefits provided by their employers.

Healthy environments should also be construed as literally as possible. In an age when environmental debate has grown in import and urgency, we as an academic community have often lagged behind in both our rhetoric and management of resources. I would redress this neglect by advocating for sustainable practices within the MLA and by organizing environmental resources and support for interested departments and associations.

Most important, as representative for the Great Lakes region, I would work as an attentive liaison between members in the region and the MLA to aid those I represent in achieving the quality of life they require for the furtherance of their research. To facilitate this process, I would maintain a blog to provide you with quarterly updates and a direct method of contacting me to voice your concerns. I look forward to working with and for you.

139. **Melissa Girard.** Grad. student English, Univ. of Illinois, Urbana.

MA, Univ. of Illinois, Urbana (UIUC). Institutional service (UIUC): Grad. Colloquium Comm., 2003–04; Teaching Awards Comm., 2006–07. Natl. Scholars Award, P.E.O. Sisterhood, 2004–05; Lauter-McDougal Dissertation Fellowship, UIUC, 2006–07. Outstanding teacher award, Dept. of English, UIUC, fall 2005; Award for Excellence in Undergrad. Teaching, Coll. of Liberal Arts and Sciences, UIUC, spring 2006; Campus Award for Excellence in Undergrad. Teaching, UIUC, spring 2006. Conference presentations: MMLA, 2001; New Directions in African Amer. Lit., Theory, and Cultural Studies (Indiana Univ.), 2004; Penn State Conference on Rhetoric and Composition and Kenneth Burke Soc., 2005; Modernist Studies Assn., 2005; Louisville Conference on Lit. and Culture since 1900, 2007; Poetries Symposium (Univ. of Iowa), 2007.

Publications include: contrib., *Greenwood Encyclopedia of American Poets and Poetry* (2006), *Kenneth Burke and His Circles* (2008).

Statement

I welcome the opportunity to serve my colleagues and our profession through the MLA Delegate Assembly. As a graduate student representative, I would advocate strongly on behalf of all contingent faculty members to ensure that our needs and concerns are represented within MLA policies and recommendations. As a proud member of a graduate student union at Illinois, I have experienced firsthand the increasing need for collective bargaining within our profession. In some places, for some faculty members and students, academe affords a fair balance between labor and compensation; a fair and transparent process of evaluation by one's peers; ongoing opportunities for mentorship, professionalization, and collaboration; and the protections of academic freedom. But these rights and responsibilities are distributed too unevenly; and even when they are enjoyed by a few, they are not sufficiently protected or guaranteed. The MLA is an important vehicle for demanding and maintaining these equal rights across our profession—for all faculty members and graduate students. As a delegate from the Great Lakes region, I

would do my best to strengthen this vital professional organization and to extend its outreach toward our most vulnerable members.

V. South (6 contests)

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

140. **William Collins Donahue.** Assoc. prof. German, Duke Univ.

PhD, Harvard Univ. Fulbright seminar fellowship, summer 1996; seminar fellowship, Center for Advanced Holocaust Studies, United States Holocaust Memorial Museum, June 1999; fellow and Pew Scholar, Erasmus Inst., Univ. of Notre Dame, 1999–2000; Littauer Foundation publication grant, 2000; Koret Foundation publication grant, 2000; fellow, Center for the Critical Analysis of Contemporary Culture, Rutgers Univ., 2000–01; fellowship, Summer Inst. on the Holocaust and Jewish Civilization, Northwestern Univ., 2001. Best article of the year, *Unterrichtspraxis*, 1995; Award for Distinguished Contributions to Undergrad. Educ., Faculty of Arts and Sciences, Rutgers Univ., 1999; Max Kade Prize (for best article in *German Quarterly*), AATG, 1999; Aldo and Jeanne Scaglione Prize for Studies in Germanic Langs. and Lits. (for *The End of Modernism*), MLA, 2000–01; Certificate of Merit (for outstanding achievements in furthering the teaching of German), AATG–Goethe Inst., 2006. Search comm. for ed. of *German Quarterly* (2002–03, 2005–06) and conference coch. (2004), AATG; SAMLA. MLA activities: exec. comm., Div. on 19th- and Early-20th-Century German Lit., 2003–07. Ed. board: *Unterrichtspraxis*, 2005–.

Publications include *The End of Modernism: Elias Canetti's Auto-da-Fé* (2001); coed., *History and Literature: Essays in Honor of Karl Guthke* (2000), *The Worlds of Elias Canetti: Centenary Essays* (2007); contrib., *Shedding Light on the Darkness: A Guide to Teaching the Holocaust* (2000), *Literatur und Identität: Deutsch-deutsche Befindlichkeiten und die multikulturelle Gesellschaft* (2000), *Fin de siècle, fin du millénaire: Endzeitstimmungen in der deutschsprachigen Literatur* (2001), *Rechenschaft. Juristischer und literarischer Diskurs in der Auseinandersetzung mit den NS-Massenverbrechen* (2004), *Literary Canons and Religious Identity* (2004), *A Companion to the Works of Elias Canetti* (2004), *German Culture, Politics, and Literature into the Twenty-First Century: Beyond Normalization* (2006), *Der untote Gott: Religion und Ästhetik in der deutschen und österreichischen Literatur des 20. Jahrhunderts* (2007); articles in *Unterrichtspraxis*, *German Quarterly*, *Seminar*, *New England Review*, *Recherches germaniques*, *German Life and Letters*, *Sprachkunst: Beiträge zur Literaturwissenschaft*, *Österreich in amerikanischer Sicht*, *Deutsche Vierteljahrsschrift für Literaturwissenschaft und Geistesgeschichte*, *German Politics and Society*, *New German Review*.

Statement

I admit that the MLA still evokes unpleasant feelings: memories of anxious job hunting and stressful interviewing; then, from the other side, so to speak, the tedium of day-long interview schedules; and finally the simple sadness of having to say good-bye to my children during the holidays when time is so precious. But the MLA is above all the most exciting opportunity I know of for continuing education and professional development. The intellectual stimulation I've experienced as session organizer and member of a division executive committee has been crucial for my own research and teaching. Especially for a Germanist, for whom scholarship could easily become a parochial affair (at least within the United States), the MLA remains an invigorating venue for comparative impulses in literary and cultural studies. It allows us not only to peek over the fence but actively to work side by side with colleagues from a host of different departments and fields. My goals are simple—I want to work to ensure that the MLA remains the rich and diverse scholarly organization it has become. But I believe the enrichment runs both ways: the MLA is better for its embrace and support of smaller languages and literatures, and I wish to work to see that this aspect remains prominent in our discussions about the future of the organization. Finally, I am grateful for the MLA's leadership in explaining the humanities to a larger public. I want these efforts to be both continued and, if possible, enhanced.

141. **Jeffrey Grossman.** Assoc. prof. German, Univ. of Virginia.

PhD, Univ. of Texas, Austin. Fulbright postdoctoral research grant (Hebrew Univ., Jerusalem), 1992–94; fellow, Center for Advanced Judaic Studies, Univ. of Pennsylvania, 1995–96; Fulbright seminar fellowship, 2000; NEH summer inst. fellowship, 2005; Prof. Bernard Choseed Memorial Fellow, YIVO Inst. for Jewish Research, 2006–07. Mead Endowment Honored Faculty Award, Univ. of Virginia, 2003–04. Panelist, NEH, 2004, 2006. Search comm. for ed. of *German Quarterly*, AATG, 2002.

Publications include *The Discourse of Yiddish in Germany from the Enlightenment to the Second Empire* (2000); trans., Christian Wiese, *The Life and Thought of Hans Jonas* (2007); contrib., *The Oxford Guide to Literature in English Translation* (2000), *Transmitting Jewish Traditions: Orality, Textuality, and Cultural Diffusion* (2000), *A Companion to the Works of Heinrich Heine* (2002), *1848 und das Versprechen der Moderne* (2003), *Fremdes Begehren: Transkulturelle Beziehungen in Literatur, Kunst, und Medien* (2003), *German Culture in Nineteenth-Century America: Reception, Adaptation, Transformation* (2005); articles in *German Studies Review*, *German Quarterly*, *Monatshefte*, *Oxford Yidish*.

Statement

At a time when liberal arts education is threatened by more career-oriented curricula, the MLA's role in promoting the study of languages, literatures, and cultures only grows in importance. Its new report on "Foreign Language and Higher Education" provides one example of how to respond to increased pressures from beyond the academy. Still, local state legislatures and the public at large, not least in the South, question the relevance of the humanities and especially of the "smaller" foreign languages. In the light of events from September 11th up to and beyond the Iraq fiasco, and with declining economic conditions, we need (1) to show even more how the study of "foreign" languages, literatures, and cultures contributes to a critical understanding of Western culture and (2) to show how they relate to and foster a greater understanding of both global and local forces in politics, economics, and history. Increased budgetary cuts imposed or looming on the state and federal levels place more pressure on non-tenure-track and pretenure faculty members as well as on the health and productivity of language and literature programs overall. I would lobby for improved communication with the public about what it is we do and how we contribute to society, especially in the South, where education in the humanities often still takes a back seat. On the national level, I think we need to address collectively the new corporate model of higher education and examine it critically.

142. **Anna Froula.** Asst. prof. film studies, East Carolina Univ.

PhD, Univ. of Kentucky. Teaching excellence award, Writing Prog., Univ. of Kentucky, 2001, 2002; Outstanding Teaching Asst. (in a film or lit. course), Dept. of English, Univ. of Kentucky, 2004; Roger Rollin Award (for best grad. student paper), Popular Culture Assn. of the South / Amer. Culture Assn. of the South, 2004; Ellershaw Award (for outstanding PhD candidate), Dept. of English, Univ. of Kentucky, 2004–05. Soc. for Cinema and Media Studies, ASA, CCCC.

Publications include: contrib., *American Icons: An Encyclopedia of the People, Places, and Things That Have Shaped Our Culture* (2006); article in *Global Media Journal*; reviews in *American Studies*, *Reconstruction*.

Statement

I would be honored to serve as a Delegate Assembly member for the South. My research and pedagogical interests concern the intersections of war, gender, and media representations, and I have spent the past decade teaching at large state universities in the region. I am most interested in locating and strengthening connections among the various disciplines within the MLA and welcome the opportunity to support its efforts to better articulate and promote more directly the role of the humanities in society as well as to address the exploitation of non-tenure-stream colleagues.

143. **Rebecka Rutledge Fisher.** Asst. prof. English and comparative lit., Univ. of North Carolina, Chapel Hill.

PhD, Washington Univ. Fellowship, School of Criticism and Theory (Cornell Univ.), summer 2000. Panelist, NEH, 2006–07. Constance Rourke Article Prize Comm., ASA, 2006–07. Board of readers, Issues in Critical Investigation, Vanderbilt Univ., 2008–.

Publications include: ed., *The Interesting Narrative of Olaudah Equiano, or Gustavus Vassa, the African. Written by Himself* (2005); contrib., *Race and Ethnicity: Across Time, Space, and Discipline* (2004), *The Greenwood Encyclopedia of African American Literature* (2005), *The Student's Encyclopedia of Great American Writers* (2007), *Encyclopedia of African-American Literature* (2007); articles in *CR: The New Centennial Review*, *Modern Fiction Studies*, *Southern Quarterly*, *Belles Lettres: A Literary Review*, *Romantic Pedagogy Commons*.

Statement

It is an honor to be nominated to the Delegate Assembly as a representative of the South. If elected, I will be pleased to serve in this role and commit to doing so with care and diligence.

I am interested in promoting the methods and foci of the humanities within the academy in their distinctness from those of the sciences and the professional schools, specifically as these relate to evaluations for promotion and tenure. I would also encourage the association to give greater attention to the corporatization of the university and the influence of philanthropic organizations that seek, after some fashion, to shape the curricula of departments, schools, and colleges within institutions of higher education. In an era when interdisciplinarity, the study of gay and lesbian writing, and what we sometimes call “ethnic literature” (to include African American literature, Latina/o literature, Native American literature, and Asian American literature) are still questioned or marginalized as intellectual enterprises, declaiming the critical significance of these academic endeavors is of vital importance. If elected as a delegate, I will gladly serve to these ends.



144. **Maryse Fauvel.** Prof. French studies, Coll. of William and Mary.

PhD, Univ. of Wisconsin, Madison. Assoc. ch., Dept. of Modern Langs. and Lits., Coll. of William and Mary, 2004–05. Bourse d'enseignement supérieur d'agrégation, Université de Paris, 1980–81; Cerisy Intl. Film Colloquium fellowship, 1989; NEH summer seminar fellowship, 1990; Freeman Foundation Asian Studies Initiative grant, 2005–06. MLA activities: exec. comm., Discussion Group on Interdisciplinary Approaches to Culture and Soc., 2001–05.

Publications include *Scènes d'intérieur: Six romanciers des années 1980-1990* (2007); coau., *Tâches d'encre: French Composition* (1996; 2nd ed., 2004); articles in *French Review*, *Cincinnati Romance Review*, *Romance Notes*, *Romance Languages Annual*, *Studies in Twentieth-Century Literature*, *Sites: The Journal of 20th-Century/Contemporary French Studies*, *Romanic Review*, *Studies in French Cinema*.

Statement

I would be honored to serve the profession at large and would like to contribute to the national discussion through the MLA specifically on the following topics.

At a time when universities favor career-oriented specializations, second and even third language acquisition and cross-cultural understanding should be stressed and taught not only in departments of modern languages, literatures, and cultures but also across disciplines. Linguistic and cultural diversity is key for the future. All colleagues should be encouraged to contribute to the advance of knowledge of multiple cultures, across departmental borders and professional divides. The MLA should organize interdisciplinary and transnational sessions and conferences.

We must also address the following questions: How can we transform our curriculum for the wireless generation? How can we use technology to attract more students? How should we evaluate students' work, which is increasingly based on digital sources? How should we evaluate and recognize peer-reviewed scholarship that is published in electronic formats for tenure and promotion in the humanities?

145. **Janell Watson.** Assoc. prof. French studies, Virginia Polytechnic Inst. and State Univ.

PhD, Duke Univ. Postdoctoral fellowship, Univ. of Cincinnati, 1997–98; conference grant, Virginia Foundation for the Humanities, fall 2002; film series grant, Cultural Services of the French Embassy and French Ministry of Culture, 2006, 2007, 2008. Intl. Assn. for Philosophy and Lit., Marxist Literary Group, South Atlantic Theory Axis.

Publications include *Literature and Material Culture from Balzac to Proust: The Collection and Consumption of Curiosities* (1999); guest coed., *Women: A Cultural Review* (2005–06); contrib., *Deleuze and Politics* (2008); articles in *South Atlantic Quarterly*, *Polygraph: An International Journal of Culture and Politics*, *Women: A Cultural Review*, *Bible and Critical Theory*, *L'Esprit Créateur*, *Mosaic*, *French Cultural Studies*, *Nineteenth-Century French Studies*.



146. **Barry J. Faulk.** Assoc. prof. English, Florida State Univ.

PhD, Univ. of Illinois, Urbana.

Publications include *Music Hall and Modernity* (2004); articles in *Modernism/Modernity*, *Cultural Critique*, *Victorian Literature and Culture*, *Victorians Institute Journal*, *American Book Review*.

Statement

For a while now, English and modern language departments have been expected to expand their services and outreach on the cheap. As the chief advocacy group for the literature profession, I would first like to see the MLA utilize all available media resources in order to raise its profile and grow its membership. The organization should then assume a primary role in advocating for the profession to university administrators and legislators on all levels, promoting the services that language and literature scholars provide the larger community. Advocacy work is crucial at the present time, as federal and state governments continue to roll back support for higher education, even as these same agencies expect more from an increasingly beleaguered, overworked, and underpaid professoriat. The best way for the MLA to encourage professional conduct within English and modern language programs is to help raise the profession's public image outside the academy and thereby increase the likelihood that institutions of higher learning will receive the resources they require to grow and improve.

147. **Phillip E. Wegner.** Assoc. prof. English, Univ. of Florida.

PhD, Duke Univ. Mellon fellowship, 1987–92. Battisti Award (for best essay), *Utopian Studies*, 1994, 1999; Teacher of the Year Award, Coll. of Liberal Arts and Sciences, Univ. of Florida, 1996, 2000. Participant, Teachers as Scholars Prog., Woodrow Wilson Foundation, 2001–02. Conference coorganizer, Soc. for the Study of Narrative Lit., 1997; steering comm. (1997–99, 2004–06), prog. coord. (2001, 2007), and nominating comm. ch. (2006–10), Soc. for Utopian Studies. MLA activities: Delegate Assembly, 2005–07; exec. comm., Discussion Group on Science Fiction and Utopian and Fantastic Lit., 2005–09. Ed. or advisory boards: *Polygraph: A Journal of Cultural Studies*, 1987–91; *ImageText* (Univ. of Florida); *Ralahine Utopian Studies*, Peter Lang Publishing.

Publications include *Imaginary Communities: Utopia, the Nation, and the Spatial Histories of Modernity* (2002); contrib., *Introducing Criticism at the Twenty-First Century* (2002), *World Bank Literature* (2003), *Dark Horizons: Science Fiction and the Dystopian Imagination* (2003), *A Companion to Science Fiction* (2005), *Encyclopedia of Literature and Politics: Censorship, Revolution, and Writing* (2005), *The Edinburgh Dictionary of Continental Philosophy* (2005), *On Jameson: From Postmodernism to Globalization* (2006), *Utopia Method Vision: The Use Value of Social Dreaming* (2007); articles in *Politics and Culture*, *New Literary History*, *Genre*, *LiberArte* (Universidad San Francisco de Quito), *Amerikastudien / American Studies*, *Rethinking Marxism*, *Comparatist*, *Utopian Studies*, *Cultural Critique*, *Missing Link*.

Statement

I served as a regional delegate for the South from 2005 through 2007, and I am honored to be nominated once again. Our profession is currently facing a number of significant challenges, and I understand the Delegate Assembly to be an important shared voice in responding to them. I am especially

concerned with the growing threats on many of our campuses to tenure and intellectual freedom; the special challenges of public universities throughout the South and the nation in a moment of shrinking state funding; the diminishing access to higher education for many of our communities; and the difficulties, financial, professional, and intellectual, faced by our graduate students. I have been very active at the University of Florida as a teacher, adviser, and administrator in addressing these concerns—and I will be the graduate coordinator at UF for the three years of this new term—and I hope to continue to use my role as a member of the Delegate Assembly to help develop policies that will effectively meet the challenges of higher education more generally in the first decades of the twenty-first century.



148. **Lucas H. Harriman.** Grad. student English, Univ. of Miami.

MA, Florida Atlantic Univ. (FAU). Institutional service (FAU): consultant, Writing Center, 2002–03. Lawrence Sanders Memorial Foundation Fellowship, FAU, 2002–03. William Coyle Thesis Award (literary criticism), FAU, 2005. Managing ed., *James Joyce Literary Supplement*, 2008. Conference presentations: Intl. Assn. for the Fantastic in the Arts, 2003, 2008; English Grad. Organization, Univ. of Florida, 2007; Amer. Conference for Irish Studies, 2007; Modernist Studies Assn., 2007.

Publications include: ed. and contrib., *Lilith in a New Light: Essays on the George MacDonald Fantasy Novel* (2008).

Statement

The primary concern I will bring to the MLA Delegate Assembly is the crucial responsibility we have of conveying a greater sense of cultural relevance for our profession as we move further into the twenty-first century. I see this as the greatest challenge currently facing the association. Many of the other issues we will be debating—from the widespread consolidation of departments to the replacement of tenured faculty with adjuncts—ultimately stem from the way our field is perceived by the greater academy and society in general. Perhaps our purpose is best served by considering ways we may be contributing to the relative demotion of the critical study of cultural products. As a PhD candidate, I am of course concerned with the lack of secure, well-paying positions that will meet me when I begin my job search; however, as a delegate, I will be more interested in identifying the sources of this problem, some of which are certainly homegrown. I would place at the top of such a list the rigid adherence to the monograph for tenure evaluation (a practice that fosters competition rather than productive collaboration and makes little sense in this age of open-access publishing) and an overcompensating emphasis on historical production at the expense of cultural reception (a practice that necessarily favors the study of archival history over works of literature, the historian over the literary scholar).

149. **Peter C. Kunze.** Grad. student English, Florida State Univ.

MA, Florida State Univ. (FSU). Institutional service (FSU): representative, Grad. English Advocacy Resource, 2006–07. Amer. Lit. Assn., Amer. Humor Studies Assn. Conference presentations: Popular Culture Assn. / Amer. Culture Assn., 2007; Writing Matters (Baton Rouge Community Coll.), 2007; Academic Anarchy (grad. student colloquium, Dept. of English, FSU), 2008; Amer. Lit. Assn., 2008.

Statement

As a graduate student and teaching assistant, I will represent the interests of both parties as a delegate to the MLA. Today's graduate student must face the pressure not only to produce quality work for her or his professions but also to publish and often to teach. As someone who has taught multiple courses for my own department as well as presented in various conference settings, I feel I will offer the graduate students of the South a representative voice that is both strong and compassionate.



150. **Colleen Glenn.** Grad. student English, Univ. of Kentucky.

MA, Univ. of Kentucky. Institutional service (Univ. of Kentucky): consultant, Writing Center, 2004–07; senior fiction ed. (2005–06) and ed. in chief (2006–07), *Limestone*; English Grad. Student Organization (EGSO) representative to grad. comm., Dept. of English, 2006–07; EGSO representative to

faculty, Dept. of English, 2007–08; acting dir., Writing Center, 2007–08; creator of film series, Dept. of English, 2007–08. Seminar participant, Futures of Amer. Studies Inst., Dartmouth Coll., June 2007. Conference presentations: Soc. for the Interdisciplinary Study of Social Imagery, 2005; Soc. for the Study of Narrative Lit., 2005; Popular Culture Assn., 2005; English Grad. Student Organization, Univ. of Kentucky, 2006, 2007; Assn. of Lit. Onscreen, 2007; MMLA, 2007; Soc. for Cinema and Media Studies, 2008.

Publications include book reviews in *Men and Masculinities*, *Journal of Popular Culture*.

Statement

I am eager to serve as a regional delegate to the MLA. As a PhD student nearing the ever-intimidating job market, there are several issues of concern to me and my colleagues that I look forward to articulating to the assembly. My main focus as a delegate will be the professionalization of graduate students and their preparation for future careers. While graduate students receive training at their respective institutions, my feeling is that steps can be taken on a larger scale to increase opportunities for interinstitutional and interdepartmental professional development. Having had the good fortune to attend the Futures of American Studies Institute at Dartmouth last summer, I witnessed firsthand the advantage of bringing together graduate students and junior faculty members, and I believe this exchange is often most productive when we bring scholars together from various institutions to form a collective body. Perhaps such opportunities to interact can be made more available and given more emphasis at the regional and national MLA conferences. By making these sorts of professional contacts, we increase our likelihood of publishing, locating jobs, and hopefully landing one! As the faculty representative for our English Graduate Student Organization, I have experience in the administrative sector of the English department. I feel a strong obligation to speak for graduate students' best interests, and, if chosen as a delegate, I will continue to do so by voicing the concerns of my colleagues in the region.

151. **Vanessa Kraemer.** Grad. student rhetoric and composition, Univ. of Louisville.

MA, Univ. of Louisville. Institutional service (Univ. of Louisville): Grad. Student Survey Comm., spring 2005; English Grad. Organization (EGO) representative to Dept. of English, 2005–06; coch., EGO Constitution Comm., 2007–08. Conference presentations: Rhetoric Soc. of America, 2006, 2008; CCCC, 2008.

Statement

As a member of the rhetoric and composition research and teaching community, I am interested in raising the profile of rhetoric and composition within the MLA. Rhetoric and composition has a great deal to offer to the wider MLA community, both in terms of its research on rhetoric (including historical, applied, comparative and contrastive, and cultural) and its research on pedagogy in the composition classroom as well as in the larger university. Rhetoric and composition is on the cutting edge of the English field in many ways, and yet it still struggles with issues common to all members of English and the larger academy, including recent trends in hiring. I am greatly concerned with the status of part-time lecturers and adjunct faculty members. This issue has become more and more pertinent to the field of rhetoric and composition; many of our composition teachers are not paid their due or given the benefits they deserve; yet without them, our departments would collapse. Thus, I am also interested in raising the interest in and status of such teachers. This is a real problem that affects all of us in the academy. In my research, I am currently expanding on the work that has been done in cultural rhetorical analysis. This research crosses boundaries of race, class, gender, and sexuality, and it also provides a way for the English community to dialogue within and across its own boundaries of English, composition, rhetoric, and cultural studies.

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. **Christopher LeCluyse.** Asst. prof. English, Westminster Coll.

PhD, Univ. of Texas, Austin. Andrew W. Mellon Fellowship in Humanistic Studies, Woodrow Wilson Natl. Fellowship Foundation, 1995; research fellowship, Harry Ransom Humanities Research Center,

Univ. of Texas, Austin, 2002. Robert S. Weddle Prize, *Catholic Southwest*, 2007. Conference planning comm., Intl. Writing Centers Assn., 2007–08; pres. elect, Rocky Mountain Writing Centers Assn.

Publications include: contrib., *(E)Merging Identities: Graduate Students in the Writing Center* (2008); articles in *Catholic Southwest: A Journal of Arts and Culture*, *Praxis: A Writing Center Journal*; reviews in *H-Net*.

Statement

A native Kansan who received his doctorate in Texas and now teaches in Utah, I have personal connections to a broad swath of the Central and Rocky Mountain region. Within that region, I am particularly interested in representing the interests of liberal arts colleges and comprehensive universities. As a delegate, I would advocate for (1) meeting the increased call for accountability and assessment in ways that stay true to our disciplinary values and educational goals; (2) demonstrating the continued relevance of literature, language, and composition studies both to nonhumanities programs and to the wider world; (3) upholding the professional interests of graduate student and adjunct instructors alongside their full-time faculty colleagues; and (4) supporting English language learners in our institutions, thereby promoting a multilingual United States.

153. **Neill Matheson.** Asst. prof. English, Univ. of Texas, Arlington.

PhD, Johns Hopkins Univ.

Publications include: contrib., Henry David Thoreau, *Walden, Civil Disobedience, and Other Writings* (Norton, 2007); articles in *American Literature*, *Arizona Quarterly*, *Henry James Review*, *Diacritics*, *Literature and Psychology*, *Journal of Narrative Technique*.

Statement

I think that the most important issue facing us today is the status of the humanities within a changing university that is oriented increasingly toward science, technology, and applied forms of knowledge. The MLA should continue to play a prominent role in articulating the value of the study of languages, literature, and composition and rhetoric both within the university and to a larger public. It is especially important for us to communicate the significance of our research in ways that will be persuasive to outsiders, who cannot be assumed to share our intellectual assumptions and professional values—as is illustrated by the crisis in academic publishing and in external funding for the humanities.

As a candidate for the Delegate Assembly, I also believe that the MLA must have a strong voice on matters of academic labor. The disciplines represented by the MLA confront unusually pressing labor-related issues: the increasing reliance on non-tenure-track faculty members; pressure on teaching loads and class size; questions of fair compensation; and challenges to tenure. We need to recognize that the working conditions of adjunct faculty members and graduate student instructors are not secondary to other departmental concerns while continuing to defend tenure as essential for academic freedom.



154. **Stephanie Fitzgerald.** Asst. prof. English, Univ. of Kansas.

PhD, Claremont Graduate Univ. Ford Foundation predoctoral fellowship, 2000–03; AAUW postdoctoral fellowship, 2008–09. MLA activities: exec. comm., Div. on Amer. Indian Lits., 2007–11.

Publications include: coed., *Keepers of the Morning Star: An Anthology of Native Women's Theater* (2003); contrib., *Early Native Literacies in New England: A Documentary and Critical Anthology* (2008); article in *American Indian Culture and Research Journal*.

155. **Jennifer M. Wilks.** Asst. prof. English, Univ. of Texas, Austin.

PhD, Cornell Univ. Mellon Fellowship for Humanistic Studies, 1996–97. Raymond Dickson Teaching Award, Univ. of Texas, Austin, 2006. Summer conference planning comm., SSRC–Mellon Mays Grad. Initiatives Prog., 2002–05.

Publications include articles in *African American Review*, *Callaloo*, *MaComère*, *Modern Fiction Studies*.

Statement

In my six years at a large public research university, I have become increasingly interested in and concerned by two issues: scholarly publication and job placement. While the MLA and institutions such as the Mellon Foundation have begun to address the shifting landscape of scholarly publishing, I have nonetheless heard many peers express concern about whether their promotion fates will be caught between the rock of ever-shrinking book lists and the hard place of the proposed but as yet nonregularized shift from monograph-centric promotion requirements. As a member of the Delegate Assembly I would encourage the establishment of guidelines for this transition in order to give future generations of scholars—especially those at Research I institutions—a clearer sense of how publishing will factor into their promotion cases. I am equally aware, however, that not all graduate students are placed into tenure-track positions at research universities or, in fact, at any institution of higher learning. Thus, I would encourage the consideration of the question of job placement alongside that of the place of the humanities in the broader world. In other words, how can this professional challenge be reconceived as an opportunity to prepare PhD candidates for a wider range of careers that allow them to take the academy out into the world?



156. **Daniel Gilfillan.** Assoc. prof. German, Arizona State Univ., Tempe.

PhD, Univ. of Oregon. Fulbright teaching fellowship, 1990–91; DAAD grant, 1993–94; Leadership Development Grant, AATG, 2002–03; participant, Fulbright German studies seminar, 2004; participant, NEH summer inst., 2006.

Publications include: contrib., “*Deutsch reden*”: *Moderne Redensartengedichte von Rose Ausländer bis Yaak Karsunke* (1992), *Encyclopedia of the Essay* (1997), “*Was das nun wieder soll?*” *Von “Im Block” bis “Letzte Grüße.” Zu Werk und Leben Walter Kempowskis* (2005), *Re-inventing Radio: Aspects of Radio as Art* (2008); articles in *Modern Austrian Literature*, *Explorations in Media Ecology*, *Seminar*.

Statement

I welcome the nomination to serve as delegate for the Central and Rocky Mountain region and to represent the professional interests and concerns of my colleagues across the disciplines and in the interdisciplinary spaces represented by the MLA. As a newly tenured faculty member in a field increasingly referred to with the descriptor “less commonly taught language,” I believe it is imperative that the association continue its efforts in lobbying for the importance of a second language and cultural studies education within an increasingly globalized, and thus decreasingly distant, world. Accompanying these efforts must be an equal focus on building bridges between new trends in innovative, interdisciplinary research and core foundations in disciplinary knowledge. This focus will help to reshape curricula by taking advantage of faculty members’ areas of research expertise while simultaneously expanding on and reassessing these core foundations of knowledge. If elected, I will work toward advancing this level of awareness in my role in the Delegate Assembly.

157. **Joseph M. Sullivan.** Assoc. prof. German, Univ. of Oklahoma.

PhD, Univ. of Texas, Austin. Advisory board (2006–08) and sec.-treasurer (2007–), Intl. Courtly Lit. Assn.; vice pres. (2006–08) and pres. (2008–), Oklahoma chapter, AATG.

Publications include *Counsel in Middle High German Arthurian Romance* (2001); contrib., *Courtly Arts and the Art of Courtliness* (2006), *Arthurian Literature XXIV: The European Dimensions of Arthurian Literature* (2007); articles in *Monatshefte*, *Neophilologus*, *Seminar*, *Arthuriana*, *Publications of the Medieval Association of the Midwest*, *Explorations in Renaissance Culture*.

Statement

I would greatly welcome the opportunity both to represent the interests of colleagues in my region as well as to engage with other colleagues from throughout the MLA on the most significant issues facing our profession. Among my concerns is ensuring that those who have earned graduate degrees have the opportunity for secure employment within the academy. I also believe that the MLA can be instrumental in

further clarifying for the profession the often problematic balance of research and teaching at various types of institutions. Additionally, I think that the MLA should continue to educate college and university administrators and the public at large on the absolutely central place of languages and literature in a liberal education. Given the ever-expanding interaction of countries and peoples, our profession's role in fostering a literate society that appreciates the literatures, languages, and thinking of many cultures has never been more crucial.



158. **Susan Lurie.** Assoc. prof. English, Rice Univ.

PhD, Univ. of California, Berkeley.

Publications include *Unsettled Subjects: Restoring Feminist Politics to Poststructuralist Critique* (1997); contrib., *Victorian Afterlife: Postmodern Culture Rewrites the Nineteenth Century* (2000), *Terror, Culture, Politics: Rethinking 9/11* (2006); articles in *Feminist Studies*, *Discourse*, *Signs*, *Velvet Light Trap*.

Statement

As a member of the Delegate Assembly, I would welcome the opportunity to pursue effective ways for the MLA to advocate for fairness and equity both in labor practices and in the access of all members of society to quality higher education. These familiar issues continue to require urgent attention: the exploitation of adjunct and graduate student labor; the need to increase diversity in both the student population and the professoriat; the need to distribute resources for higher education in ways that provide opportunities for all. Other important areas where the MLA's advocacy can make a difference: mentoring of junior faculty members and graduate students; recognition of expanded venues for publication; circulating successful models for interdisciplinarity in research and teaching; articulating the relevance of our work to the university community as a whole and to the wider public. How might new (in addition to well-recognized) activities—expanded objects of study, interdisciplinarity, the role of technology, the practice of engaged research—contribute to formulations that make a case for language and literature studies to the university's mission and to civic life?

159. **Elizabeth M. Richmond-Garza.** Assoc. prof. English and comparative lit., Univ. of Texas, Austin.

PhD, Columbia Univ. Dir., Prog. in Comparative Lit., Univ. of Texas, Austin, 2001–. Mellon fellowship, 1985–87; Fulbright fellowship (Oxford Univ.), 1987–88; Mellon dissertation fellowship, 1989–90. Stiles Professorship in the Humanities, Univ. of Texas, Austin, 2002–03, 2003–04; Acad. of Distinguished Teachers, Univ. of Texas, Austin, 2004; distinguished prof. award, Minnie Stevens Piper Foundation, 2008. Chief administrative officer (2002–07) and representative to ACLS (2002–), ACLA.

Publications include *Forgotten Cites/Sights: Interpretation and the Power of Classical Citation in Renaissance English Tragedy* (1994); contrib., *Imagining Culture: Essays in Early Modern History and Literature* (1996), *Sex and Gender in Medieval and Renaissance Texts: The Latin Tradition* (1997), *The Globalization of Shakespeare in the Nineteenth Century* (2003); articles in *PMLA*, *Comparatist*, *Comparative Literature Studies*, *Canadian Review of Comparative Literature*.

Statement

It is my pleasure and honor to have a career that stands at the crossroads of nations, fields, and disciplines, one that has found hospitality in English as well as in foreign language contexts. Since its founding as a discipline in the United States in the early twentieth century, comparative literature has often served as a peaceful and thoughtful response to international conflict, one that seeks through linguistic and cultural understanding to open dialogues and heal ruptures. This year, as we mark the fortieth anniversary of the summer of 1968, a defining year for both our world and our shared project of literary and cultural analysis, the MLA continues to flourish in a moment when transnational studies matter. And this is where my particular passions lie: with international, interlinguistic, and interdisciplinary studies. As the director of a graduate program and as the chief administrative and executive officer for an international MLA-affiliated organization, the American Comparative Literature Association, my three primary concerns have been, and will continue to be, the promotion of advanced linguistic and cultural study in a diverse and diasporic world;

the facilitation of international scholarly exchange and collaboration despite the challenges of today's political climate; and the support of emerging scholars, especially those graduate students to whom we entrust our mission for the future. I hope as an MLA delegate to be able to pursue these goals in a new and vital forum as an advocate for global humanities.



160. **Carlos Amador.** Grad. student comparative lit., Univ. of Texas, Austin.

MA, San Diego State Univ. Institutional service (Univ. of Texas, Austin): organizing comm., Grad. Comparative Lit. Conference, 2005, 2008; organizing comm., Grad. Spanish and Portuguese Colloquium, 2007, 2008; ed. board, *Pterodáctilo*, Dept. of Spanish and Portuguese, 2008–09. Joe R. and Teresa Lozano Long Study Abroad Fellowship, Univ. of Texas, Austin, fall 2006; FLAS grant, Center for Latin Amer. Studies, Univ. of Texas, Austin, summer 2007; fellowship, Office of Grad. Studies, Univ. of Texas, Austin, 2007–08. Conference presentations: Grad. Lit./Theory Conference, San Diego State Univ., 1999, 2000; Film and History Soc. (Dallas, TX), 2004; Congress on Contemporary Mexican Lit., Univ. of Texas, El Paso, 2006; ACLA, 2006, 2007; Intl. Symposium on New Directions in the Humanities, Columbia Univ., 2007.

Statement

As a student in comparative literature specializing in Spanish American literature and teaching in English, Spanish, and German departments in a large state university, I believe it is critical to have representation at the delegate level for my areas of interest, particularly for graduate students. Spanish, Portuguese, and the less commonly taught languages have been underserved by the MLA, and thus as a delegate I pledge to use my position as a lobbyist and voice for the concerns of those students in language and literature programs. I will work indefatigably for graduate students in my region to accurately represent them in an era when graduate funding is eroding, job and tenure prospects are diminishing, and a kind of hyperprofessionalization (to the point of myopia) has set in. It is important to urge the MLA to help the next generation of faculty members to cope with the many new demands placed upon them, including technology and information literacy, the challenge of professional development and publication in face of diminished research funds, and the need to develop new pedagogies for a generation of undergraduate students who are more diverse than ever before.

161. **Kersten Horn.** Grad. student Germanic studies, Univ. of Texas, Austin.

MA, Univ. of Texas, Austin. Current appointment: Ingeborg M. Goessl Lecturer in German Studies, Univ. of Missouri, Saint Louis. Institutional service (Univ. of Texas, Austin): departmental delegate to Grad. Student Assembly, 2000–01; coord., German radio show, KVRX student radio, 2004–06. Socrates Grant (for study at the Institut d'Etudes Politiques, Lyon, France), European Union, 1997–98; travel grant, Amer. Friends of the Herzog-August-Bibliothek, 2004; Helmut Rehder Grad. Scholarship, Dept. of Germanic Studies, Univ. of Texas, Austin, 2005–06, 2006–07. Conference presentations: German Studies Assn., 2001; Grad. Student Conference on Early Modern History, Literature, and Culture, Univ. of Texas, Austin, 2003; SCMLA, 2004; grad. student conference, Univ. of Chicago, 2005; Southwest Consortium for German History, Lit., and Soc., 2005; Sixteenth-Century Soc., 2005, 2007; Renaissance Soc. of America, 2006.

Publications include review articles in *Sixteenth Century Journal*, *H-German*.

Statement

As the coordinator of a small German section in a foreign languages and literatures department undergoing extensive reorganization, I am acutely aware of the challenges facing programs in languages, literatures, and cultures. Widespread unfavorable budgetary priorities accelerate the shift from a tenure-track to a non-tenure-track faculty body, usually without adequate adjustments to the latter's ranking, role, and remuneration. Recent examples in California and Florida illustrate that administrations too often view the offerings in our field as zero-sum games—sacrificing one program for another—or as easy targets for budget cuts. The exciting increase in Arabic and Chinese enrollments also underscores the vulnerable status of language programs in general. When the more established language offerings are culled and curtailed to pay for ones in languages currently enjoying more attention, this just means that every language program lives and dies by how practical it is deemed by our administrations. One of our most vital tasks is therefore to

make our case that the study of languages has far more than mere utilitarian value and that the study of literatures and cultures is important and worthwhile rather than frivolous. As an MLA Delegate Assembly member I will advocate the interests and concerns common to language programs no matter their size or status. A strong and sustainable place for the study of languages, literatures, and cultures at our institutions of higher learning strengthens all our programs and helps ensure that graduate students in our field will join a profession both viable and vibrant.

VII. Western US and Western Canada (5 contests)

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

162. **Heidi Brayman Hackel.** Assoc. prof. English, Univ. of California, Riverside.

PhD, Columbia Univ. Mellon Foundation summer research fellowship, 1991; Huntington Library research grant, 1992, 1996; Whiting Foundation fellowship, 1993–94. Thomas Branch Award for Excellence in Teaching, Randolph-Macon Coll., 1997. Advisory board, Oregon State Univ. Center for the Humanities, 1999–2001; faculty senator, Oregon State Univ., 2001–03. Shakespeare Assn. of America; Renaissance Soc. of America; Soc. for the History of Authorship, Reading, and Publishing. MLA activities: Delegate Assembly, 1996–98, 2002–04.

Publications include *Reading Material in Early Modern England: Print, Gender, and Literacy* (2005); coed., *Reading Women: Literacy, Authorship, and Culture in the Atlantic World, 1500–1800* (2008); contrib., *A New History of Early English Drama* (1997), *Fooles and Fricassees: Food in Shakespeare's England* (1999), *A Shakespeare Companion* (1999), *Reading and Literacy in the Middle Ages and Renaissance* (2004), *Reading, Society, and Politics in Early Modern England* (2003); articles in *Pacific Coast Philology*, *Huntington Library Quarterly*.

163. **Irene Tucker.** Assoc. prof. English, Univ. of California, Irvine.

PhD, Univ. of California, Berkeley. Mellon dissertation fellowship, summer 1991, 1992–93; visiting research fellow, Porter Inst. of Poetics and Comparative Lit., Tel Aviv Univ., Jan.–June 1993; fellowship, Doreen Townsend Humanities Center, Univ. of California, Berkeley, 1993–94; Yad HaNadiv Fellowship, Hebrew Univ., Jerusalem, 1996–97 (declined); Mellon postdoctoral fellowship, Cornell Univ., 1995–97. Outstanding Book of 2000 in Nineteenth-Century Criticism (for *A Probable State*), *Studies in English Literature*, 2001. MLA activities: exec. comm., Discussion Group on Hebrew Lit., 2002–06. Ed. board (2002–05) and advisory ed. (2005–), *ELH*.

Publications include *A Probable State: The Novel, the Contract, and the Jews* (2000); contrib., *The Oxford Encyclopedia of British Literature* (2006); articles in *Nineteenth-Century Prose*, *Victorian Studies*, *Yale Journal of Criticism*, *ELH*, *Poetics Today*.

Statement

The question of whether the best representative is one who casts off his or her particular qualities of self and situation or one who does not has occupied thinkers ranging from Immanuel Kant and John Stuart Mill to Hannah Pitkin and Lani Guinier. For much of the work of the Delegate Assembly, the opposition between representing one's own interests and acting *disinterestedly* appears to be a false one. Few MLA members are likely to argue that universities' increasing reliance on the labor of low-paid adjuncts without benefits or security of employment has redounded to the benefit of anyone but those whose exclusive interest is doing the university business as cheaply as possible. But while our shared interests are many, it seems just as important that we address those issues where members' interests diverge. In its recent report, the MLA's Task Force on Evaluating Scholarship for Tenure and Promotion concluded that only about 35 percent of the PhDs who apply for jobs eventually receive tenure. To address this situation, the committee suggested introducing a greater degree of transparency into the process. While transparency is almost always more desirable than its alternative, we might do well to ask ourselves what it matters to the functioning of our departments that some members of a department possess such life-altering power over others. What are we

are avoiding—and making possible—by our unwillingness to acknowledge the differences in power we have within our institutions and in relation to one another?



164. David F. Hult. Prof. French, Univ. of California, Berkeley.

PhD, Cornell Univ. Ch., Dept. of French, Univ. of California, Berkeley, 1998–2005. Study grant, Centre d’Etudes Supérieures de Civilisation Médiévale (Poitiers, France), summer 1978; ACLS research fellowship, 1982; Morse Junior Faculty Fellowship, Yale Univ., 1982–83; Univ. of Virginia Sesquicentennial Faculty Fellowship, 1994; NEH fellowship for univ. teachers, 1995–96. Comm. on Nominations, SAMLA, 1996–98; Medieval Acad. of America; Intl. Courtly Lit. Soc.; Société Rencesvals; Société des Anciens Textes Français. MLA activities: Delegate Assembly, 1989–91; exec. comm., Div. on French Medieval Lang. and Lit., 1991–95, 2003–07; Comm. on Scholarly Editions, 2008–11; MLA Prize for a Distinguished Scholarly Edition Selection Comm., 2008–11. Ed. boards: *French Forum*, 1999–; *Speculum*, 2001–05.

Publications include *Self-Fulfilling Prophecies: Readership and Authority in the First Roman de la Rose* (1986); ed. and trans., Chrétien de Troyes, *Le chevalier au lion* (1994); guest ed., *Yale French Studies* (1984); coed. and cotrans., *Antichrist and Judgment Day: The Middle French Jour du jugement* (1998), *Le cycle de la Belle dame sans mercy d’Alain Chartier: Une anthologie poétique du XVe siècle* (2003); contrib., *Discourses of Authority in Medieval and Renaissance Literature* (1989), *A New History of French Literature* (1989), *Rethinking the Romance of the Rose: Text, Image, Reception* (1992), *Medieval France: An Encyclopedia* (1996), *Medievalism and the Modernist Temper* (1996), *Clément Marot “Prince des poètes français” 1496–1996* (1997), *The Cambridge Companion to Medieval Women’s Writing* (2003); articles in *Romanic Review*, *Incidences* (Univ. of Ottawa), *Poétique*, *MLN*, *L’Esprit Créateur*, *Speculum*, *Romance Philology*, *Littérales*, *New Literary History*, *Yale French Studies*, *Cahiers de recherches médiévales*.

165. Panivong Norindr. Assoc. prof. French and comparative lit., Univ. of Southern California.

PhD, Princeton Univ. Ch., Dept. of French and Italian, Univ. of Southern California. Fellowship, Center for Twentieth Century Studies, Univ. of Wisconsin, Milwaukee, 1990–91, 1996–97; fellowship, Inst. for Research in the Humanities, Univ. of Wisconsin, Madison, 1992–93. Ed. boards: *Contemporary French and Francophone Studies* (formerly *Sites: The Journal of 20th-Century/Contemporary French Studies*), 2003–07; *Nouvelles études francophones*, 2004–07; *Discourse: Journal for Theoretical Studies in Media and Culture*.

Publications include *Phantasmatic Indochina: French Colonial Ideology in Architecture, Film, and Literature* (1996); contrib., *Displacements: Cultural Identities in Question* (1994), *Identity Papers: Contested Nationhood in Twentieth-Century France* (1996), *French Colonial Empire and the Popular Front* (1999), *Le cinématographe, nouvelle technologie du XXe siècle* (2004), *Contemporary Asian Cinema: Popular Culture in a Global Frame* (2006), *Angkor VIIIe-XXIe siècle: Mémoire et identité khmères* (2008); articles in *Differences*, *L’Esprit Créateur*, *Francophone Postcolonial Studies*, *French Cultural Studies*, *Historical Reflections*, *Studies in Twentieth-Century Literature*.

Statement

As both public and private universities are facing deep budget cuts, they are relying to a greater extent on the labor of non-tenure-track faculty members to teach our undergraduate students and advise them. One of the main responsibilities of the regional delegate is to continue to bring to the attention of the profession at large the deteriorating conditions under which many of our colleagues work. We must provide an alternative model of higher education, one that does not simply mimic the corporate world but ensures that job security, health care, and other benefits are more evenly distributed to all, regardless of rank and institutional position.



166. **Cynthia J. Brown.** Prof. French, Univ. of California, Santa Barbara.

PhD, Univ. of California, Berkeley. NEH summer stipend, 1980, 2006; NEH summer seminar fellowship, 1986; ACLS grant, 1987–88; scholar in residence grant, Borchard Foundation, spring 1999; intl. symposium grant, Borchard Foundation, 2000, 2008; Camargo Foundation fellowship, fall 2003; President's Fellowship for the Humanities, Univ. of California, 2006–07. Academic selection comm., Camargo Foundation, 2007–13. Program comm., Medieval Acad. of America, 2000–06. Book review ed., *Speculum*, 2001–07. Ed. boards: *Journal of the Early Book Society*, 1997–; Medieval and Renaissance Authors and Texts, Brill Publishing, 2007–.

Publications include *The Shaping of History and Poetry in Late Medieval France: Propaganda and Artistic Expression in the Works of the Rhétoriciens* (1985), *Poets, Patrons, and Printers: Crisis of Authority in Late Medieval France* (1995); ed., André de la Vigne, *La ressource de la chrestienté (1494)* (1989), Pierre Gringore, *Oeuvres*, vol. 1 (2003), vol. 2 (2005); contrib., *Printing the Written Word: The Social History of Books, circa 1450–1520* (1991), *Christine de Pizan and the Categories of Difference* (1998), *Chaucer's French Contemporaries: The Poetry/Poetics of Self and Tradition* (1999), *Vernacular Literature and Current Affairs in the Early Sixteenth Century: France, England, and Scotland* (2000), *Book and Text in France, 1400–1600: Poetry on the Page* (2007), *Patronnes et mécènes en France à la Renaissance* (2007); articles in *Bibliothèque d'humanisme et Renaissance*, *Journal of Medieval and Renaissance Studies*, *Moyen français*, *Bulletin de la Commission Royale d'Histoire*, *Allegorica*, *Disputatio*, *French Studies*, *Journal of the Early Book Society*, *Cahiers V. L. Saulnier*, *Yale French Studies*, *Bulletin of the John Rylands University Library of Manchester*, *Spiegel der Letteren*.

Statement

As a member of the MLA for nearly thirty years, I am honored to be nominated for the Delegate Assembly representing the western United States and western Canada. While I have been involved in a number of other professional organizations and held numerous university administrative positions, I believe that the MLA is one of the most well-positioned professional groups to play a proactive role in the so-called crisis of the literary humanities. In tackling the challenges we face arising from globalization and our rapidly evolving electronic world, the MLA should figure more prominently in cultural and political discussions at the national level about the critical contributions made by humanists—in particular teachers, researchers, and students of foreign languages, literatures, and cultures—to multicultural discourse and dialogue. Issues of local concern to universities and colleges should also be on the MLA assembly's agenda, including fostering greater diversity in our language and literature departments; supporting equity in the workplace for tenure-track and non-tenure-track instructors; and addressing obstacles related to publishing, especially for younger scholars.

167. **F. Regina Psaki.** Prof. Romance langs., Univ. of Oregon.

PhD, Cornell Univ. NEH travel grant, 1992; NEH summer stipend, 1994; ACLS travel gratn, 1995. Giustina Family Professorship in Italian Lang. and Lit., Univ. of Oregon, 2001–; Thomas F. Herman Faculty Achievement Award for Distinguished Teaching, Univ. of Oregon, spring 2006; faculty excellence award, Univ. of Oregon, winter 2007. Sec.-treasurer (1992–95), vice pres. (1995–97), and pres. (1997–99), Soc. for Medieval Feminist Scholarship; essay prize comm. ch., Dante Soc. of America, 2001, 2002; program comm. (2002, 2003) and exec. council, AATI; advisory board, TEAMS: The Consortium for the Teaching of the Middle Ages; advisory board, Intl. Courtly Lit. Soc. MLA activities: exec. comm., Div. on Medieval and Renaissance Italian Lit., 1999–2003; Delegate Assembly, 2000–02. Managing ed., *Medieval Feminist Forum*, 1996–2004; book review ed. (for Italian), *Speculum*. Ed. boards: *Lectura Dantis*, 1991–93; *Cincinnati Romance Review*, 1999–2002; *Italian Culture*, 2001–04; *Dante Studies*, 2004–.

Publications include: ed. and trans., Heldris de Cornuälle, *The Romance of Silence* (1991), Jean Renart, *The Romance of the Rose or of Guillaume de Dole* (1995), *Tristano Riccardiano* (2006); ed., *The Earthly Paradise: The Garden of Eden from Antiquity to Modernity* (2002); coed., *Boccaccio and Feminist Criticism* (2006); contrib., *Jean Renart and the Art of Romance: Essays on Guillaume de Dole* (1997), *Imagining Heaven in the Middle Ages: A Book of Essays* (2000), *The Cambridge Companion to Medieval Romance* (2000), *Approaches to Teaching Boccaccio's Decameron* (2000), *Cold Counsel: Women in Old Norse Literature and Mythology* (2002), *Dante 2000: Methods and Themes for the Next Millennium* (2003);

articles in *Medium Aevum*, *Journal of Romance Studies*, *Cahiers de recherches médiévales*, *Annali di storia dell'esegesi*, *Medieval Feminist Newsletter*.

Statement

My priorities for the MLA as the major professional organization in languages and literatures are as follows: the crisis of tenure; the working conditions of non-tenure-track instructional faculty members; issues of academic freedom; the decline in the prestige and tangible rewards of teaching at all levels, both within institutions of higher education and in the society at large; the special status of graduate students as both students and teaching fellows; declining public support for higher education; the crisis in commercial scholarly publishing. Any one of these issues would be enough to constitute a serious challenge to the stability of our profession; taken together they are a crisis. The MLA has a major role to play in addressing each of these, and to continue that work requires collaboration with and the collective wisdom of the entire membership (as well as those who do not belong to the MLA).



168. **Emily Hodgson Anderson.** Asst. prof. English, Univ. of Southern California.

PhD, Yale Univ. Andrew W. Mellon Fellowship in Humanistic Studies, 1999; Whiting Fellowship, 2003–04; Mellon Match Fellow, Huntington Library, June 2005; fellowship, Huntington Library and British Acad., July 2005; faculty fellowship, Early Modern Studies Inst., Huntington Library, fall 2005. Cofounder, Long Eighteenth-Century Colloquium, Huntington Library, 2006–. AAUW, ASECS.

Publications include articles in *Studies in the Novel*, *Journal for Early Modern Cultural Studies*, *Eighteenth Century: Theory and Interpretation*, *Eighteenth-Century Fiction*, *Huntington Library Quarterly*.

Statement

As a newer member of the profession, I'm particularly attuned to the expectations placed on graduate students and junior faculty members. My present concerns relate to the level of professionalization required of current graduate students, job placement of recent PhDs, and the increasing number of postdoctoral appointments offered in the humanities. While the scholarly criteria required to obtain employment—and ultimately to receive tenure and promotion—have become increasingly demanding, the crisis in scholarly publishing has made these same criteria ever harder to achieve. This scenario merits serious attention. On a different note, I believe that the growing emphasis on interdisciplinary work should coexist with a careful reexamination of departmental identity. I'd like the MLA to examine further the status of humanities departments within the university, particularly the relations among English departments and other departments and the relations between English departments and the upper administration. Finally, as someone who teaches at a research university, I'm interested in the current relationship between scholarship and teaching, especially in terms of how our hiring practices and curricular needs do or do not reflect current scholarly trends. I'd like to see more models for scholarly work on pedagogy and a reconsideration of how this type of scholarship is assessed.

169. **Gina Bloom.** Asst. prof. English, Univ. of California, Davis.

PhD, Univ. of Michigan, Ann Arbor. Mayer Fellow, Huntington Library, May-June 2005; Newberry Library fellowship, Dec. 2005–Jan. 2006; Solmsen Fellow, Inst. for Research in the Humanities, Univ. of Wisconsin, Madison, 2004–05.

Publications include *Voice in Motion: Staging Gender, Shaping Sound in Early Modern England* (2007); contrib., *Ovid and the Renaissance Body* (2002); articles in *Renaissance Drama*, *Shakespeare Studies*.

Statement

Some of the key issues that concern me include:

(1) Academic publishing. With presses struggling financially to maintain their academic lists, there are fewer and fewer venues for publishing scholarly monographs. The books that do get published are rarely affordable and thus often inaccessible. The MLA needs to address this and related issues, including the viability of electronic publication.

(2) Adjunct teaching positions. We need to continue to ensure that adjunct positions are not offered at the expense of tenure-track jobs and that adjuncts receive fair compensation for their labor.

(3) Graduate education. Doctoral students at many institutions face the difficult task of finishing degrees while teaching heavy course loads. Especially as we see federal and state funding of education decreasing, we need to consider the challenges of funding graduate students.



170. **Paul Haavardsrud.** Grad. student English, Univ. of Calgary.

MA (journalism), Univ. of Western Ontario. Queen Elizabeth II Grad. Scholarship, Province of Alberta, 2007; Estelle Milner Memorial Scholarship, Dept. of English, Univ. of Calgary, 2006; Alberta Grad. Scholarship, Alberta Heritage Scholarship Fund, 2008. Norman Jewison Prize for Creative Writing, Faculty of Information and Media Studies, Univ. of Western Ontario, 2000. Conference presentations: Assn. of Canadian Coll. and Univ. Teachers of English / Congress of Social Sciences and Humanities, 2007; Free Exchange (grad. conference, Dept. of English, Univ. of Calgary), 2008.

Statement

If I had a nickel, as they say, for each time someone asked why I traded life as a newspaper reporter for the lot of a grad student, I might be able to fund an escape from the unconvinced looks that follow. On their own, the flat stares are manageable. More troubling is the look in the eyes, not so much disinterested as oblivious to how the academy could possibly matter to the real world.

For those in the humanities, the importance of studying literature is evident. What could be more relevant than understanding how a text works, say, to perpetuate the dominant cultural order or within the construction of individual subjectivity? Answer: Virtually anything, said the engineer. Sigh. In a world invested in the immediately practical, literature and language departments are in an uphill struggle. While the terms of the predicament are well known to the MLA, a panacea is not exactly at hand. It is an honor to be nominated to the MLA Delegate Assembly. Insofar as a journalist's perspective can help articulate the necessity of the work being done in the humanities to a broad audience, then it would be my privilege to combine the experience of a reporter with that of an academic to make such a contribution.

171. **David Lacy.** Grad. student English, Univ. of California, Irvine.

MA, Univ. of California, Irvine. Institutional service (Univ. of California, Davis): freshman writing mentor, 2004–06; publishing asst., Alumni Services, 2005–06. *Sacramento Bee* Journalism Award, 2001; California Newspaper Publishers' Assn. Award (for best weekly column writing), 2003; nominee, Outstanding Graduating Scholar, Univ. of California, Davis, 2006.

Statement

I am honored to run as a candidate for a seat in the Delegate Assembly representing the western United States and western Canada. I have been privileged to experience both my undergraduate and graduate careers in this academically heterogeneous region, and, if selected, I will work diligently to ensure that the political, administrative, and general professional concerns of our prospective institutional faculty members are adroitly voiced and successfully addressed.

These concerns include: discovering and then communicating back available modes by which graduate students can more readily be prepared for rewarding postdoctoral employment; supporting and promoting unionization efforts that advance the goals of graduate student bodies; and, in the same manner as many delegates who have served before, continuing to promote methods by which to increase the accessibility and visibility of the MLA among underrepresented populations.