

CANDIDATE INFORMATION

2009 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
Making Suggestions for the 2010 Executive Committee Elections	2
Abbreviations Used in Biographical Summaries	2

Candidate Information

Voting for Second Vice President	3
Voting for At-Large Members of the Executive Council	7
Voting for Special-Interest Delegates	13
Voting for Regional Delegates	28
Region 1: New England and Eastern Canada	28
Region 2: New York State	30
Region 3: Middle Atlantic	33
Region 4: Great Lakes	36
Region 5: South	43
Region 6: Central and Rocky Mountain	50
Region 7: Western United States and Western Canada	55

CANDIDATE INFORMATION

2009 MLA Elections

Note: To be counted, online ballots must be submitted by midnight on 10 December 2009 and paper ballots must be received at the MLA office no later than 10 December 2009.

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. 2009 *PMLA* 1073–80 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, and it is intended for use by those members who request paper ballots for the 2009 elections. Candidate information appears in the same order as the nominees' names appear on the paper ballot, and, for the Delegate Assembly elections, the number preceding each nominee's name corresponds to the number assigned to the nominee on the ballot. Specific details about each of the election categories precede the candidate information for that category.
- The candidate information in this document is also included in the online ballot system that all 2009 MLA members have been invited to use to cast their votes in the 2009 elections. In the online system, the names of the candidates for second vice president, the Executive Council, and the Delegate Assembly are hyperlinks. Clicking on a candidate's name will open a window containing the candidate's biographical summary and election statement.

Elections for Division 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 paper ballot sheet. The online ballot system includes all division executive committee contests.

Making Suggestions for the 2010 Executive Committee Elections

- At the bottom of the paper ballot is a space that members can use to suggest nominees for the 2010 division and discussion group executive committee elections. Names written in on the ballot will be forwarded to the appropriate executive committees, which must select at least one nominee each year from the names suggested by the membership.
- It is also possible to suggest nominees through the MLA Web site. When exiting the online ballot system, members will be given the opportunity to use the online suggestion form. The form can also be accessed directly from the For Members Only section of the MLA home page.

Abbreviations Used in Biographical Summaries

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

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

Part I: Voting for Second Vice President

The person elected second vice president will serve in that office from 1 January 2010 through the close of the January 2011 convention and will automatically become first vice president in 2011, serving in that office through the close of the January 2012 convention, and president of the MLA in 2012, serving in that office through the close of the January 2013 convention. This year all nominees are from the field of English or American language and literature; the MLA constitution (article 6.D) stipulates that the second vice president shall be elected from the field of English or American only in alternate years. (In 2010, the first vice president will be Russell A. Berman, German, Stanford Univ., and the president will be Sidonie Smith, English, Univ. of Michigan, Ann Arbor.)

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.

Kwame Anthony Appiah. Laurance S. Rockefeller Univ. Prof. of Philosophy and the Univ. Center for Human Values, Princeton Univ.

PhD, Clare Coll., Cambridge Univ. Previous appointments: Harvard Univ., 1991–2002 (Carswell Prof. of Afro-Amer. Studies and Philosophy, 1999–2002); Duke Univ., Jan. 1990–June 1991; Cornell Univ., July 1986–Dec. 1989; Yale Univ., 1981–86; Clare Coll., Cambridge Univ., 1979–81. Morse fellowship, Yale Univ., 1983–84; junior fellowship, Soc. for the Humanities, Cornell Univ., 1985–86; Mellon fellowship, National Humanities Center, 1990–91; Walter Channing Cabot fellowship, Harvard Univ., 1998–99. Visiting appointments: Clare Coll., Cambridge Univ.; New York Univ. Law School; École des Hautes Études en Sciences Sociales; Fordham Univ. Law School. Greene Cup for General Learning, Clare Coll., Cambridge Univ., 1975; Anisfield-Wolf Book Award (for *In My Father’s House*), Cleveland Foundation,

1993; Herskovits Award (for *In My Father's House*), African Studies Assn., 1993; Annual Book Award (for *Color Conscious*), North Amer. Soc. for Social Philosophy, 1996; Ralph J. Bunche Award (for *Color Conscious*), Amer. Political Science Assn., 1997; Editors' Choice (for *The Ethics of Identity*), *New York Times Book Review*, June 2005; Arthur Ross Book Award (for *Cosmopolitanism*), Council on Foreign Relations, 2007; Joseph B. and Toby Gittler Prize, Brandeis Univ., 2008; Romanell Professorship, Phi Beta Kappa, 2008–09. Honorary degrees: Univ. of Richmond; Colgate Univ.; Bard Coll.; Fairleigh Dickinson Univ.; Swarthmore Coll.; Dickinson Coll. (commencement speaker). Member, Amer. Acad. of Arts and Sciences, 1995–; member, Amer. Philosophical Soc., 2001–; Amer. Acad. of Arts and Letters, 2008–. Ch., Joint Comm. on African Studies, Social Science Research Council-ACLS, 1991–94; advisory board, Soc. for the Humanities, Cornell Univ., 1998–2008; trustee, Natl. Humanities Center, 1999–2001, 2002–04, 2005–07; board of dirs., ArtStor, 2003–; board member, ACLS, 2004– (ch., 2005–); nonfiction juror, Pulitzer Prize, 2004; board member, Amer. Acad. in Berlin, 2005–06; Commonwealth Commission on Respect and Understanding, 2006–07. Coordinating comm. for annual meeting, African Lit. Assn., 1987; pres., Soc. for African Philosophy in North America, 1991–94; Herskovits Award Comm., African Studies Assn., 1994–96; Supervising Comm. (1992–94), ch. (1993–94), and trustee (1996–2002), English Inst.; Freedom to Write Comm. (ch., 1996–2003), nominating comm. (1997), board member (2000–03), and pres. (2009–11), PEN Amer. Center; vice pres. (2006–07) and pres. (2007–08), Eastern Div., Amer. Philosophical Assn. (APA); ch., Board of Officers, APA, 2008–; Council on Foreign Relations. MLA activities: Exec. Council, 2003–06. Asst. ed., *Theoria to Theory*, 1974–79; advisory ed., *Critical Studies in Black Life and Culture*, Greenwood P, 1984–; assoc. ed., *Philosophical Review*, 1987–89; ed. (1991–2005) and publisher (2005–), *Transition*. Ed. or advisory boards: *Universitas*, 1976–78; *Philosophical Review*, 1986–87; *Perspectives in Auditing and Information Systems*, 1986–; *Diacritics*, 1987–89; *Public Culture*, 1989; *Callaloo*, 1990; *Common Knowledge*, 1990; *GLQ: A Journal of Lesbian and Gay Studies*, 1992–2005; *Wilson Quarterly*, 1993; *Essence*, *An International Journal of Philosophy*, 1997; *Ethnic and Racial Studies*, 1998–2008.

Publications include *Assertion and Conditionals* (1985), *For Truth in Semantics* (1986), *Necessary Questions: An Introduction to Philosophy* (1989), *Avenging Angel* (fiction, 1990, 1991), *In My Father's House: Africa in the Philosophy of Culture* (1992; Brazilian edition, 1997; Japanese edition, 1997), *Nobody Likes Letitia* (fiction, 1994), *Another Death in Venice* (fiction, 1995), *Thinking It Through: An Introduction to Contemporary Philosophy* (2003), *The Ethics of Identity* (2005), *Cosmopolitanism: Ethics in a World of Strangers* (2006), *Experiments in Ethics* (2008); coau., *Color Conscious: The Political Morality of Race* (1996); ed., *Early African-American Classics* (1990); African section ed., *The Poetry of Our World: An International Anthology of Contemporary Poetry* (2000); coed., *Identities* (1995), *A Dictionary of Global Culture* (1996), *Encarta Africana* (1999), *Africana: The Encyclopedia of the African and African-American Experience* (1999; 2nd ed., 2005), *Encarta Africana 2000* (1999), *Africana: The Concise Desk Reference* (2003), *Buying Freedom* (2007); guest coed., *Critical Inquiry* (1992); contrib., *Anatomy of Racism* (1990), *Consequences of Theory* (1991), *Crisscrossing Boundaries in African Literatures* (1991), *Media Spectacles* (1993), *The Impact of African Studies on the Disciplines* (1993), *Wole Soyinka: An Appraisal* (1994), *An Ethical Education* (1995), *Comparative Literature in the Age of Multiculturalism* (1995), *Public Education in a Multicultural Society* (1996), *Field Work: Sites in Literary and Cultural Studies* (1997), *The African Philosophy Reader* (1998), *Cosmopolitan Geographies: New Locations in Literature and Culture* (2001), *Explorations in African Political Thought: Identity, Community, Ethics* (2001), *Prejudicial Appearances: The Logic of American Anti-Discrimination Law* (2001), *Citizenship and Education in Liberal-Democratic Societies: Teaching for Cosmopolitan Values and Collective Identities* (2003), *Black Experience and the Empire* (2004), *Race or Ethnicity: On Black and Latino Identity* (2007), *Why Do We Educate? Renewing the Conversation* (2008), *Religious Pluralism, Globalization, and World Politics* (2008), and others; articles in *Journal of Human Development*, *New York Times Sunday Magazine*, *Kettering Review*, *Fordham University Law Review*, *PMLA*, *Daedalus*, *Journal of Social Philosophy*, *Slate Magazine Online*, *Profession*, *Cahiers d'études africaines*, *Débat*, *Research in African Literatures*, *Critical Inquiry*, *World Literature Today*, *English in Africa*, *Journal of Blacks in Higher Education*, *New York Review of Books*, *Venue: An International Literary Magazine*, *New Political Science*, *Salmagundi*, *Boston Review*, *Callaloo*, *Voice Literary Supplement*, *Philosophical Forum*, *Yale Journal of Criticism*, *Philosophical Studies*, *Wilson Quarterly*, *Journal of Philosophy*, *Massachusetts Review*, and others.

Statement

Nothing is more impressive than the incredible diversity of the work of our members. Naturally, we teach and study language and literature in the most straightforward senses of those terms; but we also explore metaphorical languages (in the visual arts, say), and we examine verbal arts—popular songs, say, or traditional orature—that are not usually seen as literary. As teachers, we help people learn to communicate and to interpret artfully and so prepare them for life in and out of work. As scholars, we enrich a global conversation in the academy and beyond. In our current economic crisis—as the reductions in support for humanistic teaching that were already under way accelerate with the collapse of state budgets, college endowments, and the personal savings that pay tuition—it is tempting, no doubt, to retreat to some notion of a core mission, to defend the citadel, so to speak, as the barbarians assail the settlements that surround it. But it is precisely in moments like these that the full range of the cultural resources we teach and study is most necessary: our current predicament requires the diversity of languages—in every sense—that defines the work of our members. Though we inevitably face material consolidation, this moment requires an expansive imaginative response, advance not retreat. Along with other learned societies, we in the MLA can continue to help sustain a vigorous and cosmopolitan intellectual life for the humanities both in schools and colleges and outside the academy.

Michael Bérubé. Paterno Family Prof. in Lit., Penn State Univ., University Park.

PhD, Univ. of Virginia. Codir., Disability Studies Prog., Penn State Univ., University Park, 2004–. Previous appointment: Univ. of Illinois, Urbana, 1989–2001. NEH summer stipend, 1990; academic specialist grant (for Amer. lit. seminars in Brazil), US Information Agency, 1993; fellow, Prog. for the Study of Cultural Values and Ethics, 1993–94; univ. scholar, Univ. of Illinois, 1994–97; Assad Meymandi Fellowship, Natl. Humanities Center, Mar. 2006. Incomplete List of Excellent Teachers, Univ. of Illinois, 1990–97, 1999, 2000; selection of *Life As We Know It* as a best book of the year, *Fresh Air*, Natl. Public Radio, 1996; selection of *Life As We Know It* as notable book of the year, *New York Times*, 1996. Visiting appointment: Hurst Visiting Prof., Washington Univ., Feb. 2008. Dir., Illinois Prog. for Research in the Humanities, Univ. of Illinois, Urbana, 1997–2001; intl. advisory board, Consortium of Humanities Centers and Institutes, 1999–2002. Advisory Council, Amer. Lit. Section, 1997–99; Natl. Council (2005–08, 2008–11) and exec. comm. (2006–08, 2008–10), Amer. Assn. of Univ. Professors; ch., Public Lang. Awards Comm., Natl. Council of Teachers of English, 2006–08; Amer. Studies Assn. MLA activities: *Profession* Advisory Comm., 1996–97; Delegate Assembly, 1996–98, 2000–01; Comm. on Disability Issues in the Profession, 1998–2002 (ch., 2000–02); Nominating Comm., 1999–2000; Exec. Council, 2002–05; Delegate Assembly Organizing Comm., 2002–05; Task Force on Evaluating Scholarship for Tenure and Promotion, 2004–06; Comm. on Academic Freedom and Professional Rights and Responsibilities, 2007–10 (ch., 2009–10). Series ed., *Cultural Front*, New York UP; Board of Literary Advisors, Electronic Lit. Organization. Ed. boards: *Comparative Literature Studies*, *Contemporary Literature*, *Electronic Book Review*, *Iowa Journal of Cultural Studies*, *Journal of Aesthetic Education*, *Journal of Sport and Social Issues*, *Minnesota Review*, *Modern Fiction Studies*, *Pedagogy*, *Postmodern Culture*, *Symplokē*, *Twentieth-Century Literature*.

Publications include *Marginal Forces / Cultural Centers: Tolson, Pynchon, and the Politics of the Canon* (1992), *Public Access: Literary Theory and American Cultural Politics* (1994), *Life As We Know It: A Father, a Family, and an Exceptional Child* (1996), *The Employment of English: Theory, Jobs, and the Future of Literary Studies* (1998), *What's Liberal about the Liberal Arts? Classroom Politics and "Bias" in Higher Education* (2006), *Rhetorical Occasions: Essays on Humans and the Humanities* (2006); ed., *The Aesthetics of Cultural Studies* (2004); coed., *Higher Education under Fire: Politics, Economics, and the Crisis of the Humanities* (1995); contrib., *Wild Orchids and Trotsky: Messages from American Universities* (1993), *PC Wars: Politics and Theory in the Academy* (1995), *Confessions of the Critics* (1996), *Advocacy in the Classroom: Problems and Possibilities* (1996), *On the Market: Surviving the Academic Job Search* (1997), *Will Teach for Food: Academic Labor in Crisis* (1997), *Approaches to Teaching Wright's Native Son* (1997), *Falling into Theory: Conflicting Views on Reading Literature* (2000), *What's Left of Theory? New Work on the Politics of Literary Theory* (2000), *Disability Studies: Enabling the Humanities* (2002), *The Holodeck in the Garden: Science and Technology in Contemporary American Fiction* (2004),

Postmodern Sophistry: Stanley Fish and the Critical Enterprise (2004), *Genetics, Disability, and Deafness* (2004), *New Keywords: A Revised Vocabulary of Culture and Society* (2005), *Redefining Culture: Perspectives across the Disciplines* (2006), *Approaches to Teaching DeLillo's White Noise* (2006), *Marxism, Cultural Studies, and Sport* (2009); articles in *Callaloo*, *PMLA*, *Yale Journal of Criticism*, *Minnesota Review*, *American Literature*, *Social Text*, *American Literary History*, *South Atlantic Quarterly*, *Clio*, *Pedagogy*, *African American Review*, *Centennial Review*, *American Quarterly*, *Boundary 2*, *Contemporary Literature*, *Literature and Medicine*, *Journal of Sport and Social Issues*, *Modern Fiction Studies*, *Transition*, *Critique*, *Journal of Religion, Disability, and Health*, *Comparative Literature Studies*, *ADE Bulletin*, *Arts and Humanities in Higher Education*, *Journal of the Midwest Modern Language Association*.

Statement

The past twenty years have witnessed a steady erosion in the working conditions of literature professors and graduate students, as those holding tenured positions are replaced with contingent faculty members who enjoy little or no job security. I cannot promise to regain all our lost ground if I am elected to the presidency. But I can promise to bring two decades of commitment to the rights of graduate students and adjuncts, as well as my more recent experience on the MLA Executive Council and the national council and the executive committee of the American Association of University Professors. That experience has made me intimately familiar with the nature of economic and political challenges to academic freedom. I will bring to the presidency my knowledge of the AAUP's guidelines for the appointment of contingent faculty members, recommendations for effective responses to the financial crisis, and legal opinions on recent court decisions that have chilling implications for faculty members at public universities. I will continue to serve as a passionate advocate for the humanities in every available public forum, insisting that the humanities are central to the ideal of the examined life and to our lives as global citizens. For in the study of modern languages, the study of disability and human variety, and the study of the literatures and cultures of the world, we are vividly reminded that nothing human should be alien to us. Now we must work to relegitimize the study of the humanities in a global public sphere.

David Damrosch. Prof. comparative lit., Harvard Univ.

PhD, Yale Univ. Ch., Dept. of Comparative Lit., Harvard Univ., 2009–. Previous appointment: Columbia Univ., 1980–2009. Advisory board, Carnegie Foundation Initiative on the Doctorate, 2002–05. Exec. board, Soc. for Critical Exchange, 1991–95; conference dir. (1992, 1997, 2009), Board of Advisers (1993–97), vice pres. (1999–2001), and pres. (2001–03), Amer. Comparative Lit. Assn.; Research Comm. on Lit. and Cultural Identity, Intl. Comparative Lit. Assn., 1997–99; exec. board, Oratorio Soc. of New York, 1999–2001; exec. board (1999–2003) and pres. (2001), Mount Desert Summer Chorale; exec. board, Assn. of Depts. and Progs. of Comparative Lit., 2005–09; PEN. MLA activities: exec. comm., Div. on Lit. and Religion, 2003–07; Ad Hoc Comm. on the Structure of the Annual Convention, 2006–09. Ed. boards: *Comparative Literature Studies*; *Comparative Literature in China*; Textset: *Studies in Comparative Literature*, Rodopi.

Publications include *The Narrative Covenant: Transformations of Genre in the Growth of Biblical Literature* (1987), *We Scholars: Changing the Culture of the University* (1995), *Meetings of the Mind* (2000), *What Is World Literature?* (2003), *The Buried Book: The Loss and Rediscovery of the Great Epic of Gilgamesh* (2007), *How to Read World Literature* (2009); ed., Joseph Conrad and Rudyard Kipling, *Heart of Darkness, The Man Who Would Be King, and Other Works on Empire* (2006), *Teaching World Literature* (2009); general ed. or coed., *The Longman Anthology of British Literature* (1998; 2nd ed., 2002; 3rd ed., 2006), *The Longman Anthology of British Literature*, compact ed. (1999; 2nd ed., 2003), *The Longman Anthology of World Literature* (2004; 2nd ed., 2008), *The Longman Anthology of World Literature*, compact ed. (2007), *Masters of British Literature* (2007); coed., *The Princeton Sourcebook in Comparative Literature: From the European Enlightenment to the Global Present* (2009); contributing ed., *The HarperCollins World Reader* (1994); contrib., *Images of Sainthood* (1991), *Comparative Literature in the Age of Multiculturalism* (1995), *Gilgamesh: A Reader* (1997), *Fronteiras imaginadas* (2001), *Nation, Language, and the Ethics of Translation* (2005), *Envisioning the Future of Doctoral Education* (2006), *Comparative Literature in an Age of Globalization* (2006), *Studying Transcultural Literary History* (2006),

The Oxford Encyclopedia of British Literature (2006), *Grenzen der Literatur: Zu Begriff und Phänomen des Literarischen* (2009); articles in *Critical Inquiry*, *Comparatist*, *New Literary History*, *Translation Studies*, *Smithsonian Magazine*, *Chronicle of Higher Education*, *Modern Language Quarterly*, *European Review*, *Comparative Critical Studies*, *Cairo Review of Books*, *Yearbook of Comparative and General Literature*, *Modern Philology*, *Comparative Literature*, *World Literature Today*, *PMLA*, *Symplokē*, *Pedagogy*, *Washington Post*, *Civilization*, *American Literary History*, *Lingua Franca*, *Writing Sociology*, *Representations*, *Prooftexts*, *Stanford Literature Review*, *Wordsworth Circle*.

Statement

In the next few years, I would love to see the MLA take concrete steps in three areas to engage more fully with the opportunities and the challenges of the twenty-first century. First, the good work that has been done recently in rethinking the annual convention should be extended to a broader consideration of our divisional structures. New discussion groups and affiliated organizations crowd into the convention, yet there is no mechanism to revitalize or reconfigure existing groupings, many of which represent the state of the art in around 1955. Second, in relation to literary studies at large, the MLA should spearhead a study of the purposes and requirements of our graduate programs, which too often seem to presuppose a job market that last existed in around 1968. We should work to help our PhD programs prepare our students better for today's job markets both on and off campus, including at the full range of two- and four-year institutions. Finally, the present is a time both of opportunity and of danger for public support for the humanities; we are witnessing a new educational emphasis by the Obama administration and yet also severe cost-cutting pressures in state legislatures. The MLA should take every opportunity—and should make new opportunities—to show legislators the critical value of the humanities generally, and of literary studies in particular, in preparing the next generation's citizens to live and work in a complex and multipolar world.

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 2010 and run through the close of the January 2014 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 2010, 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 seven of the continuing council members are regular members (see the listing below, in which student members are marked with an * and life members with a §), one and only one regular member must be elected. The other open council seats will be filled by candidates who are not regular members.

Carlos J. Alonso, Spanish, Columbia Univ. (2007–9 Jan. 2011)

*Sara Scott Armengot, comparative literature, Rochester Inst. of Tech. (2008–8 Jan. 2012)

Jennifer Crewe, English, Columbia Univ. Press (2009–6 Jan. 2013)

Jane Harper, French, Tarrant County Coll., Northeast Campus, TX (2007–9 Jan. 2011)

Francis Abiola Irele, African and African American studies, Harvard Univ. (2007–9 Jan. 2011)

§George Levine, English, Rutgers Univ., New Brunswick (2008–8 Jan. 2012)

Karin C. Ryding, Georgetown Univ. (2009–6 Jan. 2013)

Lynne Tatlock, German, Washington Univ. (2008–8 Jan. 2012)

Kathleen Woodward, Univ. of Washington, Seattle (2009–6 Jan. 2013)

Vote for any three nominees.

§**Electa Arenal.** Prof. emerita Spanish and women's studies, Coll. of Staten Island and Graduate Center, City Univ. of New York (CUNY).

PhD, Columbia Univ. Fellow, Bunting Inst., Radcliffe Coll., 1978–79; NEH fellowship, 1978–79; fellowship, Norwegian Research Council for Science and Humanities, spring 1991; project grant, US-Mexico Fund for Culture, 1998; faculty research award, Professional Staff Congress, CUNY, 1999–2001; Witter Bynner Poetry Translation Residency, Santa Fe Art Inst., 2003. Outstanding Latina Woman of 1998, *El Diario / La Prensa* (New York). Visiting appointments: Univ. of Hawai'i, Univ. of Delaware, Univ. of Bergen (Norway), Columbia Univ. Dir., Center for Feminist Research in the Humanities, Univ. of Bergen, 1992–94; dir., Center for the Study of Women and Society, Graduate Center, CUNY, 1997–2000. Grant selection comm., John Carter Brown Library, 1990, 1999. MLA activities: Comm. on the Status of Women in the Profession, 1991–95. Advisory comm., New Press, 1989–1995.

Publications include *This Life within Me Won't Keep Still* (play, 1986); ed., *Rethinking Self and Society: Subjectivity, Gender, and Identity* (1997); coed., Sor Marcela de San Félix, *Obra completa: Coloquios espirituales, loas y otros poemas* (1988), *Untold Sisters: Hispanic Nuns in Their Own Works* (1989; 2nd ed., 2009), Sor Juana Inés de la Cruz, *The Answer / La respuesta* (1994; 2nd expanded ed., 2009); cotrans., Jesús Aguado, *The Poems of Vikram Babu* (2008); introd., León Felipe, *Bardo peregrino* (1983), Sor Juana Inés de la Cruz, *Neptuno alegórico* (2009); contrib., *Women in Hispanic Literature: Icons and Fallen Idols* (1983), *Reinventing the Americas: Comparative Studies of Literature of the United States and Spanish America* (1986), *Feminist Perspectives on Sor Juana Inés de la Cruz* (1991), *Engendering the Early Modern Stage: Women Playwrights in the Spanish Empire* (1999), *The Politics of Women's Studies: Testimony from Thirty Founding Mothers* (2000), *Crossing Boundaries: Attending to Early Modern Women* (2000), *Elena Garro: Lectura múltiple de una personalidad compleja* (2002), *A Companion to the Literatures of Colonial America* (2005), *Approaches to Teaching the Works of Sor Juana Inés de la Cruz* (2007), *Studies on Women's Poetry of the Golden Age* (2009); articles in *Tulsa Studies in Women's Literature*, *Feminist Studies*, *MACLAS: Latin American Essays*, *Signs*, *Journal of Hispanic Philology*, *Insula*, *University of Dayton Review*, *Cuadernos americanos*.

Cristina V. Bruns. Adjunct instructor English, Chapman Univ.

PhD, Univ. of California, Santa Barbara. Previous appointment: Saddleback Coll., CA. Summer inst. fellowship, Univ. of California, Irvine, Writing Project, 2001; block grant, Gervitz Grad. School of Educ., Univ. of California, Santa Barbara (UCSB), 2001; research assistantship, Grad. Div., UCSB, 2001. Research asst., South Coast Writing Project, 2001–03; book club facilitator, 2001–07. Natl. Council of Teachers of English. MLA activities: Delegate Assembly, 2005–07. Conference presentations: NCTE, 2003, 2008; Western Regional Conf. on Christianity and Lit., 2004, 2006; PAMLA, 2006; MLA, 2007, 2008.

Publications include article in *Journal of the Assembly for Expanded Perspectives on Learning*; review in *Pedagogy*.

Statement

Addressing the increasing reliance on contingent faculty members in English and language departments is a welcome development in the profession, especially for its newer members, like myself, who have likely experienced this trend firsthand as teaching assistants, lecturers, or adjunct instructors. The budgetary considerations that seem to drive this trend suggest an underlying problem: an inadequate understanding among those outside our disciplines regarding the value of what we do. Reversing this shift toward contingency requires not only examining the allocation of resources but also developing tenable conceptions of the value of the study of literature and language and articulating them persuasively inside and

outside our institutions. Our best opportunity, however, to shift public perception of the value of our disciplines lies within the very classrooms often relegated to contingent faculty members—general education and lower-division courses filled with students less likely to become professors of literature or language than to become leaders in other segments of public life, decision makers who will help shape society’s values and the role given to literature and language in it. These classrooms become our opportunity not only to declare the value of literature and language studies but to offer the “public” who spends a semester with us an experience of that value. As a member of the MLA Executive Council I will work to see the MLA address the needs of contingent faculty members and support our efforts as a profession to shift the public perception of what we do and why it matters.

§**Lawrence I. Buell.** Powell M. Cabot Prof. of Amer. Lit., Harvard Univ.

PhD, Cornell Univ. Previous appointments: Loeb Coll. Prof. (1998–2003) and John P. Marquand Prof. of English (1996–2002), Harvard Univ.; Oberlin Coll., 1966–90. Woodrow Wilson Fellowship, 1961–62; Howard Foundation fellowship, 1969; NEH senior research fellowship, 1979, 2002; Guggenheim fellowship, 1987; Japan Soc. for the Promotion of Science fellowship, 1996. Visiting appointments: Tunghai Univ. (Taiwan), 1963–65; Univ. of Chicago, 1986; Bread Loaf School of English, 1987–88. Norman Foerster Prize (for best essay in *American Literature*), Amer. Lit. Section, 1968; John G. Cawelti Award (for *Writing for an Endangered World*), Amer. Culture Assn., 2001; Warren-Brooks Award (for *Emerson*), Center for Robert Penn Warren Studies, 2003; Christian Gauss Award (for *Emerson*), Phi Beta Kappa, 2004; Jay B. Hubbell Award (for lifetime scholarly achievement), Amer. Lit. Section, 2007. Member, Amer. Acad. of Arts and Sciences, 2008–. Board of trustees, Oberlin Shansi Memorial Assn., 1971–86 (ch., 1972–75, 1977–78). Prog. comm. ch., Amer. Studies Assn., 1992; Assn. for the Study of Environmental History; Assn. for the Study of Lit. and Environment; Thoreau Soc. MLA activities: exec. comm., Div. on 19th-Century Amer. Lit., 1986–90; *PMLA* Ed. Board, 1994–96; exec. comm., Div. on Biography, Autobiography, and Life Writing, 1994–98; Prize for a First Book Selection Comm., 2000–01. Ed. or advisory boards: *American Quarterly*, 1979–82; *American Literature*, 1983–86; *American Literary History*, 1994–; *Interdisciplinary Studies in Literature and Environment*, 1994–2003; *Environmental History*, 2001–06; *Modern Intellectual History*, 2007.

Publications include *Literary Transcendentalism: Style and Vision in the American Renaissance* (1973), *New England Literary Culture: From Revolution through Renaissance* (1986), *The Environmental Imagination: Thoreau, Nature Writing, and the Making of American Culture* (1995), *Writing for an Endangered World: Literature, Culture, and Environment in the United States and Beyond* (2001), *Emerson* (2003), *The Future of Environmental Criticism* (2005); ed., *The American Transcendentalists: Essential Writings* (2006); coed., *Shades of the Planet: American Literature as World Literature* (2007); contrib., *Moby Dick: New Critical Essays* (1987), *American Autobiography: Retrospect and Prospect* (1991), *The Columbia History of American Poetry* (1993), *New Historical Literary Study* (1993), *Reciprocal Influences: Literary Production, Distribution, and Consumption in America* (1999), *Transient and Permanent: The Transcendentalist Movement and Its Contexts* (1999), *The Cambridge Companion to Harriet Beecher Stowe* (2004), *The Seeming and the Seen: Essays in Modern Visual and Literary Culture* (2006); articles in *Prospects 10*, *Amerikastudien*, *American Literary History*, *American Literature*, *Proceedings of the American Antiquarian Society*, *PMLA*, *REAL: Yearbook of Research in English and American Literature*, *ESQ: A Journal of the American Renaissance*.

Statement

As a career-long member of the MLA active over four decades on a number of fronts in turn—as presenter, recruiter, department chair, member of various committees, special-topic editor and contributor to *PMLA*, faithful peruser of its many publications—I am grateful for the wealth of opportunities the MLA provides for intellectual and collegial interchange and for the high quality of the organization’s administrative staff, but I’m also mindful of the appearance the organization can present to many of its members—to younger scholars especially—as a mysteriously unfathomable bureaucracy and as a vast, disorienting, even intimidating bazaar at annual convention time. Although I don’t have a grand design for making this enormous organization seem suddenly far more intimate—and I’d be intensely suspicious of any

nominee who claimed she or he did—I look to the prospect of serving on the Executive Council as a way to ameliorate this systemic problem, and I am hopeful that my varied administrative experiences as chair and dean as well as teacher-scholar-mentor would make me a better contributor than otherwise. Two other related high priorities for me are devising better, stronger mentorship of scholar-teachers at early career stages and promoting greater involvement in the MLA of cutting-edge scholars throughout the world, particularly in emerging areas of inquiry. But most of all I approach the prospect of Executive Council service as a chance to give back in the form of responsible, responsive stewardship some return on the many benefits I've received.

§**Morris E. Eaves.** Prof. English, Univ. of Rochester.

PhD, Tulane Univ. Previous appointment: Univ. of New Mexico, 1970–86 (Presidential Prof. of English, 1985–86). Natl. Humanities Center fellowship, 1984–85; Getty publication grant, 1992; Guggenheim fellowship, 1997. William Riley Parker Prize, MLA, 1978; Best Special Issue Award (for *Studies in Romanticism*), Conf. of Eds. of Learned Journals, 1982; Prize for a Distinguished Scholarly Edition (for *William Blake Archive*), MLA, 2003; approved edition (for *William Blake Archive*), Comm. on Scholarly Editions, MLA, 2005. Visiting appointment: Tulane Univ., 1979–80. Codir., NEH Summer Seminar for Coll. Teachers, 1984; codir., inst. for high school teachers of English, Natl. Humanities Center, 1988–90. Project codir., *William Blake Archive* (Univ. of North Carolina, Chapel Hill, and Univ. of Rochester); assoc. fellow, Inst. for Advanced Technology in the Humanities, Univ. of Virginia, 1994–2005; selection comm., Lyman Award (for achievements in information technology), Natl. Humanities Center–Rockefeller Foundation, 2002; Exec. Council, Networked Infrastructure for Nineteenth-Century Electronic Scholarship; Scholars' Advisory Panel, Digital Library Federation. MLA activities: Comm. on Scholarly Editions, 1997–2005 (coch., 2004–05); Task Force on Evaluating Scholarship for Tenure and Promotion, 2004–06. Coed., *Blake: An Illustrated Quarterly*, 1970–; coed., *William Blake Archive*, 1995–. Ed. board, *Eighteenth-Century Studies*, 2005–08.

Publications include *William Blake's Theory of Art* (1982), *The Counter Arts Conspiracy: Art and Industry in the Age of Blake* (1992); ed., S. Foster Damon, *A Blake Dictionary* (1988), *The Cambridge Companion to William Blake* (2002); guest ed., *Studies in Romanticism* (1982); coed., *Romanticism and Contemporary Criticism* (1986), *William Blake: The Early Illuminated Books* (1993); contrib., *Sparks of Fire: Blake in a New Age* (1982), *The Spenser Encyclopedia* (1990), *The Cambridge Companion to Romanticism* (1992), *Cultural Artifacts and the Production of Meaning: The Page, the Image, and the Body* (1994), *William Blake: Images and Texts* (1997), *Romanticism and Millenarianism* (2002), *Textual Studies in the Late Age of Print* (2002), *Blake, Nation, and Empire* (2006) *Electronic Textual Editing* (2006); articles in *RoN: Romanticism on the Net*, *JEP: The Journal of Electronic Publishing*, *RLG DigiNews*, *Romantic Circles*, *PMLA*, *Wordsworth Circle*, *Studies in Romanticism*, *PMLA*, *Blake: An Illustrated Quarterly*, *Publishing History*, *Blake Newsletter*, *Blake Studies*, *Contemporary Literature*, *College English*, *Digital Humanities Quarterly*.

Statement

I apologize in advance, knowing that so short a statement about such momentous issues will sound inane and off the mark. The MLA, as the busiest, most important professional intersection in the humanities, often finds itself in a position like mine. Attempting to account for so much to so many can, finally, water down even its strongest efforts to transmit information, preserve key traditions, inspire, advocate its members' interests, and serve as an agent of change while offering a broad, balanced, responsible view. Serving on two MLA committees—first, as cochair of the Committee on Scholarly Editions, formulating new standards for digital scholarship, and then, as a member of the Task Force on Evaluating Scholarship for Tenure and Promotion, recommending constructive responses to profound shifts in scholarly communication—I have experienced the satisfaction of participation in timely and useful MLA activities. I would welcome membership on the Executive Council as a new opportunity for collaboration. The opportunity seems again meaningful and timely because I sense, as you may, that the horizon of change has moved from the horizon to underfoot, and the pace keeps increasing. Keeping our balance is a challenge: we must move forward, and we must maintain professional integrity as we go. Altogether this is

a very tall order with many unforeseeable consequences. But the MLA, our MLA, must lead. We have much to do.

Dorothea Heitsch. Lecturer French, Univ. of North Carolina, Chapel Hill.

PhD, Univ. of Washington, Seattle. Previous appointments: Shippensburg Univ., 1999–2007; Southern Illinois Univ., Edwardsville, 1998–99. Visiting scholar, Harvard Univ., 2006–07; visiting scholar, Univ. of North Carolina, Chapel Hill, 2006–07. Chapter moderator (2001–07) and Northeast regional vice pres. (2006–07), Pi Delta Phi (natl. French honor soc.); Renaissance Soc. of America; Amer. Comparative Lit. Soc.; Société Internationale des Amis de Montaigne; Soc. for the History of Authorship, Reading and Publishing.

Publications include: *Practicing Reform in Montaigne's Essais* (2000); coed., *Printed Voices: The Renaissance Culture of Dialogue* (2004); articles in *Montaigne Studies*, *Renaissance and Reformation / Renaissance et réforme*, *Bibliothèque d'humanisme et renaissance*, *Literature and Medicine*, *Rhetorica*.

Statement

Since I became a member of the MLA, as a graduate student in comparative literature, I have attended the annual convention most years as presenter or job seeker or both. Each time, I have appreciated the many conversations with colleagues from all over the world. In my career, I have seen the profession from a variety of viewpoints: as a graduate instructor on term renewals, as an instructor with a one-year renewable contract, and as an assistant professor on the way to tenure and promotion in a four-year college with a 4/4 teaching load. Currently I am a lecturer in French in a research university. I have gone from teaching multiple languages to teaching one single language, and I also know what it means to work in a service-oriented language department, as an instructor of graduate courses for K–12 teachers, and as a lecturer in a full-fledged Romance languages department. I have worked in teaching and service as well as in research, because I have always striven to keep up my scholarship. The main concern of lecturers, as I see it, is their position (length of contracts, renewals, evaluations), their treatment (increasing work loads, small range of classes), and their advancement (many of us are active in publishing, presenting papers, and service at the department and the university levels). If I am elected to the MLA Executive Council, I would be very happy to represent the interests of career fixed-term faculty members who are active in these ways.

§**Richard M. Ohmann.** Prof. English emeritus, Wesleyan Univ.

PhD, Harvard Univ. Junior fellow, Soc. of Fellows, Harvard Univ., 1958–61; Guggenheim fellowship, 1964–65; Rockefeller fellowship, 1982–83; fellow, Inst. for Advanced Study, Indiana Univ., Jan. 1985. Visiting appointments: Univ. of Wisconsin, Madison, 1980; Arnold Bernhard Visiting Prof. of English, Williams Coll., 1995. Bowdoin Prize, Harvard Univ., 1958; Exemplar Award, Conf. on Coll. Composition and Communication, 1993. Richard Ohmann Award (for outstanding article in *College English*), established 2000; homage issue of *Works and Days*, 2005. Dir., Center for the Humanities, Wesleyan Univ., 1989–95; exec. comm., Consortium of Humanities Centers and Institutes, 1992–94. School Comm., Mohawk Trail Regional School District (Massachusetts), 1997–2004. Panel of linguistic advisers, *American Heritage Dictionary*, 1962–64. Coll. Section Comm. (1966–78), Resolutions Comm. (1971), and Comm. on Public Doublespeak (1972–93), Natl. Council of Teachers of English; steering comm., Radical Caucus in English and Modern Langs., 1968–; Supervising Comm., English Inst., 1972–75; pres., Soc. for Critical Exchange, 1990–92. MLA activities: Delegate Assembly, 1971–72 (Budget Comm., 1972), 1984–86; exec. comm., Div. on Sociological Approaches to Lit., 1985–89; consultant, MLA-FIPSE Curriculum Review Project, 1991–94; Prize for a First Book Selection Comm., 1994–95. Ed., *College English*, 1966–78; founder (1975) and ed. board (1975–), *Radical Teacher*.

Publications include *Shaw: The Style and the Man* (1962), *English in America: A Radical View of the Profession* (1976, 1996), *Politics of Letters* (1987), *Selling Culture: Magazines, Markets, and Class at the Turn of the Century* (1996), *Politics of Knowledge: The Commercialization of the University, the Professions, and Print Culture* (2003); coed., *Making and Selling Culture* (1996); afterword, *The Relevance*

of English: Teaching That Matters in Students' Lives (2002); contrib., *Falling into Theory: Conflicting Views on Reading Literature* (1994), *PC Wars: Politics and Theory in the Academy* (1995), *The New Criticism and Contemporary Literary Theory: Connections and Continuities* (1995), *The Cold War and the University: Toward an Intellectual History of the Postwar Years* (1997), *Personal Effects: The Social Effect of Scholarly Writing* (2001), *Print in Motion* (vol. 4 of *A History of the Book in America*, 2009); articles in *Radical Teacher*, *Proceedings of the American Antiquarian Society*, *Citizenship Studies*, *Minnesota Review*, *College English*, *Critical Inquiry*, *Poetics Today*, *New Literary History*, *Studies in Literature*.

Statement

Through four decades I've written a good deal on the structure and practices of our profession, starting in a time when, driven by the postwar boom, it had become large and strong. Since 1970, most professions have been on the defensive, chiefly because of changes in the broad economy but also because of political pressures. As everyone reading this statement knows, our profession has lost cohesion and power in setbacks that at first seemed a crisis but now appear an enduring, maybe permanent, etiolation. Certainly the job "crisis" of the 1970s has become permanent: not just the loss of tenure-track positions but their replacement by insecure, underpaid, often unbenefitted jobs. Even while in language and literature we made major advances (my opinion) in scholarship and curriculum, public and private funding for this work has declined; efforts to widen access to it have come up against economic and political barriers; and a phalanx of for-profit universities—with no concern for the humanities or for tenure—have further changed the face of higher education. I've written a good deal on these shifts, too, and worked against them inside and outside of the MLA. On its part, the MLA has been addressing them energetically, especially those concerning academic labor. The current economic crisis is turning up the heat on traditional university education and hastening the unwelcome trends mentioned above. The MLA will be wrestling with them. I would be glad to join in as a member of the Executive Council.

Pamela Morgan Redela. Lecturer women's studies, California State Univ., San Marcos (CSUSM).

PhD, Univ. of California, San Diego (UCSD). Other adjunct appointments: Palomar Coll., CA; Mira Costa Coll., CA; San Diego City Coll., CA; National Univ., CA. Tinker field research grant, summer 2000; dissertation fellowship, Dept. of Lit., UCSD, 2002. Faculty adviser, Women's Studies Student Assn., CSUSM, spring 2008–. Natl. Assn. of Hispanic and Latino Studies, Western Social Sciences Assn. MLA activities: conference representative, Coalition of Contingent Academic Labor, Aug. 2008. Conference presentations: Natl. Assn. of Hispanic and Latino Studies, 2006; Western Social Sciences Assn., 2009.

Statement

Having worked as an adjunct faculty member at a number of institutions of higher education for the past twelve years, I will offer the Executive Council a much-needed perspective on the current state of working conditions among the professorate. In 2008 I served as an MLA representative to the eighth annual Coalition of Contingent Academic Labor conference in San Diego, California. This meeting shed some interesting light on the nature of our profession. The latest shift to using part-time faculty members instead of refilling the growing number of vacant tenure-line positions reflects both the drive for profit-making in higher education as well as a reevaluation of the value of and need for tenure itself. The MLA, as a very influential body of scholars, is in a unique position to offer much-needed analysis of this situation. Through thoughtful inquiry and timely action the MLA can raise awareness about issues facing faculty members at present and in the future, which ultimately affect not only our own professional environment but those we serve: the students who are our future leaders. That said, my commitment as a scholar to the study of women's literature from the feminist/womanist perspective is another element of my expertise that I will bring to the table. The interconnectedness of theories of the oppressed and the literature produced by such groups provides a foundation from which to view new possibilities of interaction at all levels of society, including the upper echelons of higher education.

Part III: Voting for Special-Interest Delegates

Sixteen persons will be elected to replace delegates whose terms expire on 31 December 2009. The term of office will be from 1 January 2010 through the close of the January 2013 convention. The numbers preceding the nominees' names correspond to the numbers assigned to the nominees on the ballot sheet.

The names of the thirty-eight special-interest delegates with continuing terms in 2010 appear on page 1041 of the September 2009 *PMLA*.

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

I. Composition, Rhetoric, and Writing (1 contest)

10. **Linda S. Bergmann.** Assoc. prof. English, Purdue Univ., West Lafayette.

PhD, Univ. of Chicago. Dir., Writing Lab, Dept. of English, Purdue Univ., West Lafayette. Previous appointments: Hiram Coll.; Illinois Inst. of Tech. (IIT); Univ. of Missouri, Rolla. Visiting appointment: Sabanci Univ. (Turkey), Oct.–Dec. 2008. Fellowship, Center for the Study of Ethics in the Professions, IIT, 1992; NEH summer stipend, 1993; co–principal investigator, NSF course development grant, Univ. of Missouri, Rolla, 1998–2002; co–principal investigator, WPA research grant, 2000; Schlesinger Library research grant, Radcliffe Inst. for Advanced Study, May 2002. Faculty service award, African Amer. Students United, Hiram Coll., 1991; Booz-Allen and Hamilton Excellence in Teaching and Service Award, IIT, 1995; Florence Howe Award (for outstanding feminist scholarship), WCML, 1996; Writing Prog. Certificate of Excellence, CCCC, 2004. Exec. boards: WPA, Intl. Soc. for Travel Writing, Soc. for Lit. and Science, MMLA. Ed. boards: *WPA: Writing Program Administration*, *Writing Instructor*, *ISLE: Interdisciplinary Studies in Literature and Environment*, *Young Scholars in Writing*, *Journal of the Midwest Modern Language Association*.

Publications include: coed., *Composition and/or Literature: The End(s) of Education* (2006); contrib., *Beyond the Two Cultures: Essays on Science, Technology, and Literature* (1990), *Foregrounding Ethical Awareness in Composition and English Studies* (1998), *The Personal Narrative: Writing Ourselves as Teachers and Scholars* (1999), *Fractured Feminisms: Rhetoric, Context, and Contestation* (2003), *The Outcomes Book: Debate and Consensus after the WPA Outcomes Statement* (2005), *More Ways to Handle the Paper Load: On Paper and Online* (2005), *Diversifying the Discourse: The Florence Howe Award for Outstanding Feminist Scholarship, 1990–2004* (2006), *Marginal Words, Marginal Work? Tutoring the Academy in the Work of Writing Centers* (2007), *Who Owns This Text? Plagiarism, Authorship, and Disciplinary Cultures* (2008), *ESL Writers: A Guide for Writing Center Tutors* (2nd ed., 2009); articles in *WPA: Writing Program Administration*, *Pedagogy*, *Composition Studies*, *Works and Days*, *Language and Learning across the Disciplines*, *Feminist Teacher*, *A/B: Auto/Biography Studies*, *Journal of Teaching Writing*, *Studies in American Humor*, *Journal of American Culture*, *American Studies*, *Women's Studies Quarterly*.

Statement

As a candidate for the MLA Delegate Assembly, my concerns circle around the fundamental problem of the current lack of understanding of and respect for academic work that does not offer clear and immediately measurable workplace skills—the kind of research and teaching that many of us do. An attitude of blame is cast at faculty members working at all kinds of institutions—an insinuation that we are “not doing our jobs”—by a body politic that is withdrawing resources from education at a time when they are most sorely needed.

Faculty members in English are rarely consulted about the learning we know most about, and we seem to have less and less input into national conversations about the meaning and value of higher education. This marginalization is reflected in political groups' successes in censoring campus speakers and “common

books” programs. It is exacerbated by the increasing use of contingent labor in more and more courses and by the acceptance of the idea that this exploitation is a legitimate means of dealing with declining budgets. Leaders of the MLA must find ways to make the voices of our members heard and to take proactive roles in articulating the value of our work to a public that has been taught to devalue it.

11. No candidate

II. Creative Writing (1 contest)

12. **Melanie Almeder.** Assoc. prof. creative writing, Roanoke Coll.

PhD, Univ. of Florida; MFA, Univ. of Massachusetts. Poetry fellowship, Virginia Commission for the Arts, 2008. Tupelo Press Editors’ Prize (for *On Dream Street*), 2005; finalist, Walt Whitman Award, Acad. of Amer. Poets, 2005.

Publications include *On Dream Street: Poems* (2007); poems in *Poetry*, *Seneca Review*, *Georgia Review*, *Five Points: A Journal of Literature and Art*, *Courtland Review*, *Mississippi Review*.

Statement

Given the impact the economy continues to have on departmental funding, I would like to see writers and departments work together to identify as many outside sources as possible for funding faculty research and writing. In addition, because in these economic times so many creative writing courses are taught by part-time faculty members who are not paid well, I would like to see a shift in the ethos of academic departments toward both reasonable pay and increased benefits for these professionals.

13. **Catherine Kasper.** Assoc. prof. creative writing and lit., Univ. of Texas, San Antonio.

PhD, Univ. of Denver. Dir., Creative Writing Prog., Univ. of Texas, San Antonio, 2008–. Acad. of Amer. Poets Prize, 1982; AWP Intro Award, 1995; first place (for short fiction), Fineline Award, *Mid-American Review*, 2001; Winnow Press First Book Award (for *Field Stone*), 2004; PEN Texas Award, 2004; Noemi Press Fiction Chapbook Prize (for *Notes from the Committee*), 2008. Writing contest judge, San Antonio Writers Guild, 2001, 2002. Coed., *American Letters and Commentary*, 2006–; managing ed., *Denver Quarterly*, 1996–99.

Publications include: *Optical Projections* (short stories, 2004), *Field Stone* (poetry, 2004), *A Gradual Disappearance of Insects* (poetry, 2005), *Hovering* (short stories, 2008), *Notes from the Committee* (novella, 2009); guest ed., *Denver Quarterly* (1999), *Women’s Studies: An Interdisciplinary Journal* (2001); contrib. (essay), *Vectors: New Poetics* (2001); contrib. (fiction or creative nonfiction), *Leviathan 4: Cities* (2005), *Diversity in Thinking and Research* (2006), *Risk, Courage, and Women* (2007), *Text:UR--The New Book of Masks* (2007); articles in *Jacket*, *Denver Quarterly*, *Chicago Review*; fiction, poetry, or creative nonfiction in *Texas Observer*, *Caketrain*, *Literary Review*, *Gulf Coast*, *Recorder: The Journal of the American Irish Historical Society*, *Margie: American Journal of Poetry*, *Hobart Review*, *Quarter after Eight*, *McSweeney’s*, *Seneca Review*, *Drunken Boat*, *Mid-American Review*, *Third Bed*, *Western Humanities Review*, *Women’s Studies: An Interdisciplinary Journal*, *Ohio Review*, *Colorado Review*.

Statement

I appreciate the nomination and the opportunity to represent creative writing in the MLA Delegate Assembly. I am committed to the concerns of creative writing in the academy, in particular, the concerns of creative writing faculty members who are also scholars and work in academic departments. I am dedicated to the mission of diversity and to the challenge of sustaining the liberal arts as the core of higher education in the twenty-first century.

III. Ethnic Studies (2 contests)

14. **Nicole N. Aljoe.** Asst. prof. English, Northeastern Univ.

PhD, Tufts Univ. Nonresident research fellowship, W. E. B. DuBois Inst., Harvard Univ., 2001–04; fellowship, Caribbean Literary Studies Group, Univ. of Miami, June 2007.

Publications include: contrib., *The Toni Morrison Encyclopedia* (2003), *Encyclopedia of African American Culture and History: The Black Experience in the Americas* (2nd ed., 2006), *Assimilation and Subversion in Earlier American Literature* (2006); articles in *Arts Journal*, *Anthurium: A Caribbean Studies Journal*.

15. **Amy Feinstein.** Asst. prof. English, Colgate Univ.

PhD, Univ. of Wisconsin, Madison. Research grant, Hadassah-Brandeis Inst. for Research on Jews and Gender, Mar. 2005; H. D. Fellowship, Beinecke Rare Book and Manuscript Library, Yale Univ., May 2006. MLA activities: exec. comm., Discussion Group on Jewish Cultural Studies, 1999–2003.

Publications include: contrib., *American National Biography* (1999); articles in *James Joyce Quarterly*, *Modern Fiction Studies*, *PMLA*, *Shofar: An Interdisciplinary Journal of Jewish Studies*.



16. **Matthew Calihman.** Asst. prof. English, Missouri State Univ.

PhD, Washington Univ. Everett Helm Visiting Fellowship, Lilly Library, Indiana Univ., summer 2001. Dean's Award for Excellence in Teaching, Coll. of Arts and Sciences, Washington Univ., 2001–02.

Publications include articles in *MELUS*, *Voices in Italian Americana*.

Statement

If elected, I would work to sustain and expand the MLA's institutionalization of ethnic studies. One particular asset that I would bring to this work is my experience teaching African American literature and planning campus African American studies programs in a place that is often presumed to be beyond ethnicity—in the Missouri Ozarks, three hours from the nearest major metropolitan area. As a member (and, recently, as the chair) of my university's African American studies committee, I have organized a number of symposia that have brought together students, faculty members, and community leaders to discuss black history and culture and problems of race in the United States. Among these well-attended discussions was a 2006 program marking the passage of one hundred years since the 1906 Springfield, MO, lynching. My general aim in planning such programs has been to keep the study of black America on my university's agenda and before the public eye. I think that, as an MLA delegate representing ethnic studies, I could communicate both the need for and the difficulties of expanding the reach of ethnic studies institutions.

17. **Gregory Hampton.** Assoc. prof. African Amer. lit., Howard Univ.

PhD, Duke Univ. Fulbright summer fellowship (Tanzania), 1993. Faculty recognition award, Organization for Students with Disabilities, Salem State Coll., Apr. 2001. AAUP, CLA.

Publications include: contrib., *Embracing, Evaluating, and Examining African American Children's and Young Adult Literature* (2007); articles in *CLA Journal*, *Journal of Adolescent and Adult Literacy*, *Obsidian: Literature in the African Diaspora*, *Callaloo*, *Children's Literature in Education: An International Quarterly*, *English Journal*.

Statement

My research has primarily been focused around how race is constructed and employed in twentieth-century American and African American literature. I have taught courses that directly engage questions of race, gender, and sex as a graduate student and as a professional educator. Most of my academic and professional career has been thoroughly invested in analyzing philosophical, historical, and social questions about the polemic of race and the body. The MLA should be invested in most, if not all, of these issues. Engaging discourses of difference should be a major point of motivation for the MLA. My research as a junior scholar has led me to believe that the body and our methods of placing identity markers on the body

are crucial to any pursuit of eliminating various forms of oppression. I envision the MLA as a facilitator or laboratory for developing ways of thinking beyond the often times oppressive mainstream.

IV. Foreign Language Teaching (1 contest)

18. **Daniel Gilfillan.** Assoc. prof. German and information literacy, Arizona State Univ.

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; participant, DAAD German Studies seminar, 2009. Exec. comm., Modern Austrian Lit. and Culture Assn., 2008–10. Ed board, *Modern Austrian Literature*, 2008–11.

Publications include *Pieces of Sound: German Experimental Radio* (2009); 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

The teaching of foreign languages forms a core foundation in the training of undergraduate students to continue in a transcultural and linguistically rich world of global commerce and free exchange of ideas and in the training of graduate students for their own roles as teachers of language and interlocutors of culture. My experiences as a teacher, graduate program director, and language learner continually shape my own engagement with language learning and instruction and will serve as guiding principles in my participation as an MLA delegate, if elected. As our students continue to engage with and use social networking and other communication technologies, a key focus on changes in language instruction must be the continued development of effective pedagogies in applying these innovations in the classroom, hybrid classroom, and distance-learning environments. We must also be open to exploring the divides that consistently separate the teaching of language from the teaching of literature and culture—innovative curricula, interdisciplinary approaches, and the integration of pedagogical approaches across the lower-division language and upper-division literature and culture curricula are key facets to be considered. 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.

19. **Nikhil A. Sathe.** Asst. prof. German, Ohio Univ.

PhD, Ohio State Univ. Lang. prog. coord. (first- and second-year German), Dept. of Modern Langs., Ohio Univ. Participant, NEH summer inst., 2006. Distinguished Service Award, Office of Nationally Competitive Awards, Ohio Univ., 2008. Pres., Ohio chapter, AATG, 2009–10; 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); article in *Journal of the Research Center for Educational Technology*; pedagogical articles and reviews in *Unterrichtspraxis*, *Modern Austrian Literature*, *German Studies Review*.

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. Gays and Lesbians in the Profession (1 contest)

20. **Jodi R. Schorb.** Asst. prof. English, Univ. of Florida.

PhD, Univ. of California, Davis. Hewlett curriculum development grant, Mills Coll., 2001; Emerson Foundation collaborative research grant, Hamilton Coll., 2004; Mellon research fellowship, Library Company of Philadelphia and Historical Soc. of Pennsylvania, 2008–09. Advisory board, Soc. for the Study of Amer. Women Writers, 2009–11; GL/Q Caucus for the Modern Langs., Soc. of Early Americanists, ASA, ASECS, Friends of the Library Company of Philadelphia.

Publications include: contrib., *Puritan Origins of American Sex: Religion, Sexuality, and National Identity in American Culture* (2000), *Early Native Literacies in New England: A Documentary and Critical Anthology* (2008); article in *Tulsa Studies in Women's Literature*; review in *GLQ: A Journal of Lesbian and Gay Studies*.

Statement

In this position, I would monitor research on LGBT concerns that could potentially impact LGBT faculty members, offer advocacy on behalf of LGBT members of the profession facing discriminatory patterns or practices (facilitating strategic activism on their behalf), and create additional opportunities for discussing issues facing lesbians and gays in the profession. I have taught courses on literature and sexuality for six years and have organized panels on sexuality studies. I chaired an interdisciplinary queer studies colloquium as a graduate student, and I will be serving on the LGBT Concerns Committee at my university beginning this fall.

21. **Karen Tongson.** Asst. prof. English and gender studies, Univ. of Southern California.

PhD, Univ. of California, Berkeley. Univ. of California President's Postdoctoral Fellowship, Univ. of California, San Diego, 2003–05; residential fellowship, Univ. of California Humanities Research Inst., winter and spring 2004. Performance Studies Intl., ASA, ACLA. Cofounder and coed., *Oh! Industry*.

Publications include: guest ed., *Nineteenth-Century Literature* (Dec. 2005); contrib., *The Idea of Music in Victorian Fiction* (2004), *Quer durch die Geisteswissenschaften: Perspektiven der Queer Theory* (2005), *Queering the Popular Pitch* (2006), *A Companion to Lesbian, Gay, Bisexual, Transgender, and Queer Studies* (2007); articles in *Social Text*, *Nineteenth-Century Literature*, *GLQ*, *Novel: A Forum on Fiction*, *American Indian Culture and Research Journal*; reviews in *Women and Performance: A Journal of Feminist Theory*, *International Journal of Communication*.

Statement

Since I first joined the MLA as a graduate student in 1997, I have been fortunate enough to experience firsthand how exponentially gay, lesbian, queer, and gender studies have grown in the American academy and beyond. The institutionalization of queer studies and the proliferation of gays and lesbians in the profession may, for some, attest to the success of “special interests” in academic institutions. And yet the current global economic crisis and the subsequent reinvigoration of the culture wars that question the validity of the humanities in general and disciplinary “orientations” like queer studies and ethnic studies in particular only affirm to me how necessary it is to continue advocating on behalf of the intellectual and activist labor accomplished by gays and lesbians in the profession *alongside* other scholars of (so-called) special interest in the Modern Language Association. As a delegate, my approach would focus on bringing the concerns of

queer scholars into a more active conversation and collaboration with concerns shared by my colleagues in ethnic studies, gender studies, disability studies, and foreign language and area studies, among other constituencies. My hope is that we can work collectively, with common interest in mind, to address the inevitable changes taking place in the profession.

VI. Independent Scholars and Alternative Careers (1 contest)

22. Karen Alexander. Senior ed., *Signs: Journal of Women in Culture and Society*.

PhD, Univ. of London. Founding ed., *Films for the Feminist Classroom*.

Publications include: coed., *War and Terror: Feminist Perspectives* (2008); contrib., *The Facts on File Companion to the American Short Story* (2000), *The Greenwood Encyclopedia of American Poets and Poetry* (2006), *Scribbling Women and the Short Story Form: Approaches by American and British Women Writers* (2008); article in *Interval(le)s*.

Statement

The academy and scholarly publishing are in a state of transition that will result in profound changes in the nature of academic careers. The demands of tenure clash with a decrease in opportunities for publishing scholarly monographs. Libraries face reductions in funding and increases in subscription costs for academic journals. Departments produce more PhDs than the market for professorial positions can accommodate. Interdisciplinarity and digital technology challenge established methods of publishing and scholarship.

Yet these difficult times provide the potential for exciting intellectual developments. Indeed, they demand that we reshape models of scholarship and academic work to reinvigorate intellectual production in the academy. Doing so requires creativity and flexibility as well as recognition of the centrality and value of a variety of intellectual and administrative tasks. Teaching and writing scholarly essays and monographs are not the sole professional activities advanced training in the humanities can support, nor that the academy requires. Scholarly editing, work in professional organizations, organizing conferences, establishing and directing centers for research, and gaining proficiency in the use of new media, for example, should be acknowledged as the worthwhile academic endeavors that they are. Revaluing such activities will also allow us to mold careers in ways that accord with principles of social justice and respect for the dignity and worth of academic laborers.

If elected MLA delegate for independent scholars and alternative careers, I will advocate for the recognition of work, thought, research, and creativity that go beyond traditional teaching and scholarship yet are vital to both.

23. Laura R. Braunstein. English lang. and lit. librarian, Dartmouth Coll.

PhD, Northwestern Univ.; MS (library and information science), Pratt Inst. Library development consultant, Center for Cartoon Studies (White River Junction, VT), 2005; board of trustees, Lebanon Public Library (Lebanon, NH), 2005–06. MLA activities: field bibliographer, 2003–05.

Publications include: contrib., *Resources for College Libraries* (2006), *European Art at Dartmouth* (2008), *The Library Instruction Cookbook* (2009); reviews in *Choice*.

Statement

I am pleased to be nominated as a special-interest delegate for Independent Scholars and Alternative Careers. With the academic job market in continuing crisis, many MLA members have pursued careers in such professions as publishing, academic administration, secondary teaching, librarianship, and nonprofit organizations. Alternative career paths present wonderful and varied opportunities for members, but they also pose a challenge for those who wish to pursue research and teaching independently of the institutional support systems traditionally available to university faculty members. As well, many independent scholars have limited access to the professional communities of academic institutions and the resources of scholarly libraries. I believe the role of the special-interest delegate for Independent Scholars and Alternative Careers is to represent colleagues who pursue different professions but wish to remain connected to the MLA's core mission of strengthening the study and teaching of language and literature. The MLA can validate and

support the professional activities of its independent scholar members and those members in nonfaculty positions by advocating for their continued access to professional resources. I feel well positioned, as many of us in alternative careers do, to enrich the MLA's membership through connections to other scholarly and professional organizations that also advocate for the humanities, in particular by promoting the humanities within these professional communities.

VII. Lecturers, Adjuncts, and Instructors (2 contests)

24. **James R. Britton.** Lecturer English composition, Univ. of Miami.

PhD, Univ. of Miami.

Publications include: contrib., *France and the Americas: Culture, Politics, and History* (2005), *American History through Literature, 1820–1870* (2005), *Composing Inquiry: Projects and Methods for Investigating Writing* (2008), *Approaches to Teaching Poe's Prose and Poetry* (2008); article in *Nineteenth-Century Prose*.

Statement

“Hey, do you have a real job, or are you still a lecturer?”

I overheard this while attending the 2006 MLA convention. Despite the realities of the job market and the significant workforce changes in academia over the last several decades, many administrators and faculty members retain this attitude. The truth is that adjuncts, lecturers, and instructors increasingly represent higher education. According to the AAUP, non-tenure-track faculty appointments constitute 68% of all faculty appointments. We often teach most of a school's classes, take on administrative work, and advise students. In short, we sustain higher education today.

Previous candidates for this position have emphasized the importance of institutional support for our scholarly activities. This *is* essential. However, research support does not necessarily improve our working conditions or our status within our college communities. More than anything else, the MLA should continue encouraging schools to improve the material conditions of adjuncts, lecturers, and instructors, which includes pay, benefits, and teaching load, but this is only a start. In addition, the MLA can emphasize the need to integrate non-tenure-track faculty members into department and college life, encouraging our inclusion in the decision-making arenas of colleges from which we are often excluded, such as faculty meetings, department committees, and college-wide committees. This kind of service would give us more of a voice in shaping the institutions we help sustain. The more opportunity we have to do such work, the more apparent our contribution as colleagues with real jobs becomes.

25. **Paul B. Miller.** Senior lecturer Spanish, Vanderbilt Univ.

PhD, Emory Univ. Research grant, Saint-John Perse Foundation, July 2006.

Publications include: contrib., *Understanding the Contemporary Caribbean* (2003), *Literature, Music, and Cultural Unity in the Caribbean* (2005); articles in *Afro-Hispanic Review*, *Inti: Revista de literatura hispánica*, *MLN*, *Latin American Literary Review*, *Cineaste*.

Statement

I have taught Spanish language, Latin American and Caribbean literature, comparative literature, Jewish studies, and French language at a wide array of universities, both public and private, as a graduate student, as a tenure-track assistant professor, and, since 2001, as a senior lecturer at Vanderbilt University. Given my wide degree of exposure to different ranks and milieus, I believe that I am uniquely situated to understand and represent the interests and concerns of lecturers, adjuncts, and part-time faculty members in foreign language and literature departments. I understand our struggle to receive the rights, respect, and recognition we deserve as teachers, scholars, and colleagues, since I have experienced the situation from both sides. It would be an honor for me to fight for these often underrepresented groups as their MLA delegate.



26. Cordula Drossel Brown. Adjunct prof. German, Seattle Univ.

PhD, Vanderbilt Univ. DAAD-Fulbright scholarship, 1986–87. Ed., *Pazifische Rundschau*, 2003–04.

Publications include *Zeit und Zeiterfahrung in der deutschsprachigen Lyrik der fünfziger Jahre: Marie Luise Kaschnitz, Ingeborg Bachmann und Christine Lavant* (1995); contrib. (of trans.), *Geschichte der christlichen Spiritualität* (1995); article in *Colloquia Germanica*.

Statement

Many language faculty members are contingent faculty members and work under conditions that call for improvements. Contingent faculty members experience a disproportional amount of insecurity: dismissal without explanation, lack of review by fellow academics, no process for appeal, substandard income. Such conditions are adverse to educational quality and influence students' learning outcomes and the quality of society's educational system. At a time when the "Race to the Top" is on globally, students need long-term language-learning programs provided by relaxed and capable faculty members.

27. Sandra Ballif Straubhaar. Senior lecturer German studies, Univ. of Texas, Austin.

PhD, Stanford Univ. Participant, NEH summer inst., 1997. Judge, Aurora Borealis Prize, Soc. for the Advancement of Scandinavian Study, 1998. Advisory comm., Tolkien at Kalamazoo, 2004–.

Publications include: contrib., *An Encyclopedia of Continental Women Writers* (1991), *Medieval Scandinavia: An Encyclopedia* (1993), *Women Writing Latin* (2002), *Cold Counsel: Women of Old Norse Literature and Myth* (2002), *Medieval Europe and the Rise of Christendom, 500–1300* (2002), *Women in the Middle Ages: An Encyclopedia* (2004), *Tolkien and the Invention of Myth* (2004), *Women Medievalists in the Academy* (2005), *J. R. R. Tolkien Encyclopedia* (2007); articles in *BASIS: Ballads and Songs International Studies*, *Medieval Clothing and Textiles*, *Tolkien Studies*, *Year's Work in Medievalism*, *Scandinavian Studies*, *Tijdschrift voor Skandinavistiek*, *Scandinavica*.

Statement

In today's postmodern academy a number of conditions obtain that many of us did not grow up with. Two are of particular concern to me: the decline and death of many liberal arts or humanities-related programs (e.g., languages and literatures, intellectual history, cultural studies) and the lack of a predictable career path (incorporating an uninterrupted vector from recent degree to tenure-track position, as used to be more common) for many of us in smaller fields of specialization. These conditions result, far too often I would argue, in the loss of our new PhDs to nonacademic fields. There is a clear need for more national (and international) cross-disciplinary discussion of these topics, with the aim of improving the mentoring of upcoming scholars as well as drafting future strategies and creative alternatives for (a) the survival of our disciplines and (b) the better retention of the newly minted scholars in our fields.

VIII. Less-Taught Languages (1 contest)

28. Brian James Baer. Assoc. prof. Russian and translation studies, Kent State Univ., Kent.

PhD, Yale Univ. IREX research grant, 1990; summer research fellowship, Univ. of Illinois, Urbana, 2002, 2003; STARTALK grant, Natl. Foreign Lang. Center, 2008, 2009. Dir., Ohio Board of Regents Foreign Lang. Acad., 2007–. Honors and Awards Comm., Amer. Translators Assn., 2003–06; translation award juror, AATSEEL, 2004–07; vice pres., Midwest Slavic Assn., 2009–. MLA activities: *PMLA* Advisory Comm., 2007–10. Founding ed., *Translation and Interpreting Studies*, 2006–; series ed., *Translation Studies*, Kent State Univ. Press, 2007–.

Publications include *Other Russias: Homosexuality and the Crisis of Post-Soviet Identity* (2009); ed., *Translating Russia: From Theory to Practice* (2006); coed., *Beyond the Ivory Tower: Rethinking Translation Pedagogy* (2003); trans., Mikhail Zhvanetsky, *Stories* (1994), *The Nineteenth-Century Russian Operatic Anthology: Twenty Arias for Tenor* (2004); articles in *Slavic Review*, *GLQ*, *Linguistica Antverpiensia*, *Kultura*, *Massachusetts Review*, *Translation Watch Quarterly*.

Statement

As a professor of Russian and the director, since 2007, of an immersion program for high school students in Arabic, Chinese, Hindi, Japanese, and Russian, I have firsthand experience of the challenges and opportunities associated with offering less-taught languages at both the secondary and postsecondary levels. In the present economic situation, less-taught languages are sometimes offered at the expense of traditionally-taught languages and without providing adequate support and guidelines to teachers of less-taught languages, who may end up working in relative isolation. The well-intentioned expansion of language offerings can, in such circumstances, lead eventually to the diminution of both traditionally-taught and less-taught language offerings. It is crucial, therefore, that the expansion of less-taught languages at all educational levels in the United States be done expeditiously but also in a deliberate, well-planned fashion.

As a delegate for less-taught languages and cultures, I would work to highlight the challenges and opportunities involved in teaching less-taught languages and cultures at elementary, secondary, and postsecondary schools and would seek to integrate less-taught languages and cultures more fully into the MLA. While the MLA can serve as a framework for bringing scholars of less-taught languages into contact with scholars of traditionally-taught languages, it can also serve to bring scholars of less-taught languages into contact with one another in a fruitful way. I believe that the MLA, as it seeks to promote global awareness and competency, must be a leader in supporting the cause of less-taught languages and cultures at all levels of the educational system.

29. Thomas J. Garza. Distinguished Teaching Assoc. Prof. of Russian, Univ. of Texas, Austin.

EdD, Harvard Univ. Ch., Dept. of Slavic and Eurasian Studies, Univ. of Texas, Austin; dir., Center for Russian, East European, and Eurasian Studies, Univ. of Texas, Austin. Mellon fellowship, Natl. Foreign Lang. Center, 1988. Award for Excellence in Postsecondary Teaching, AATSEEL, 2001; Silver Spurs Centennial Teaching Award, Univ. of Texas, 2003; elected member, Acad. of Distinguished Teachers, Univ. of Texas, 2003; Regents' Outstanding Teaching Award, Univ. of Texas System, 2009. Panelist, NEH, 1996, 1999, 2001; panelist, Fulbright-Hays Prog., Inst. of Intl. Educ., 2008–11; panelist, IREX, 2009. Field adviser, Regional Scholars Exchange Prog., Amer. Councils for Intl. Educ., 1993–; Foreign Lang. Advisory Comm., Coll. Board, 1997–2001; charter member, Natl. Lang. Service Corps (Arlington, VA), 2009–. Vice pres., AATSEEL, 1993–95; Russian Lang. Standards Task Force (1996–99), board of directors (1998–2010), and Russian Overseas Flagship Prog. Academic Council (2007–), Amer. Council of Teachers of Russian; exec. comm., Southern Comparative Lit. Assn., 1999–2002; board of directors, AAASS, 2003–06; steering comm., Amer. Research Inst. for the South Caucasus, 2006–; SCMLA; ACLA; ACTFL; TESOL. MLA activities: exec. comm., Div. on Teaching of Lang., 1998–2002; Delegate Assembly, 2002–04; exec. comm., Div. on Slavic and East European Lits., 2005–09. Ed. board, Russian Language Journal, 2005–; advisory board, Journal of the Imagination in Language Learning, 1998–.

Publications include: *Fundamentals of Russian Verbal Conjugation for Students and Teachers* (1994); coau., *Breakthrough! American English for Speakers of Russian, Level 1* (1995); contrib., *Teaching Russian Language and Literature in the United States*, vol. 2 (1996), *The Learning and Teaching of Slavic Languages and Cultures: Toward the Twenty-First Century* (2000), *Russian Common Knowledge* (2001), *The Sociolinguistics of Foreign-Language Classrooms* (2003), *Russian Stage One: Live from Russia!* (2nd ed., 2008 [vol. 1], 2009 [vol. 2]); articles in *Russian Language Journal*, *Ubandus: The Slavic Review of Columbia University*, *Current History*, *ACTR Letter*, *Modern Language Journal*, *Slavic and East European Journal*.

Statement

Though my formal academic specialization is in Russian language teaching and pedagogy, my classroom experience extends into literary, area, and cultural studies, including courses on the Chechen wars, Russian fairy tales, the Slavic vampire myth, and the works of Bulgakov and Vysotsky. I am a strong believer in developing areas of interdisciplinarity involving language, literature, culture, and area studies, and I value such collaboration as essential to accomplishing the aims of the MLA as outlined in its 2007 position paper. I believe that such alliances and collaboration are essential to make programs in the less-commonly taught languages more robust and thrive in the future. I have been an untiring supporter of and advocate for

the teaching of the less-commonly-taught languages in our schools and colleges, and I have worked with a variety of institutions in the state of Texas and around the country. I directed a Title VI center for Russian, East European, and Eurasian studies at the University of Texas for eight years and chaired our Department of Slavic and Eurasian Studies for five; I have learned the importance of working closely within and beyond the traditional confines of the humanities to expand the reach and impact of our work on our students and fellow scholars. Having been a classroom teacher for twenty-two years and a program administrator for eight, I hope that I would be able to represent properly the interests and objectives of the less-commonly-taught languages in the Delegate Assembly.

IX. Politics and the Profession (1 contest)

30. **Emily S. Davis.** Asst. prof. world lits., Univ. of Delaware, Newark.

PhD, Univ. of California, Santa Barbara (UCSB). Junior fellowship, Interdisciplinary Humanities Center, UCSB, 1999; postdoctoral fellowship, Univ. of Nevada, Reno, 2006–07. Univ. Award of Distinction (for service), UCSB, 2006. Managing ed., *Camera Obscura: Feminism, Culture, and Media Studies*, 2002–04.

Publications include: contrib., *The Facts on File Companion to World Poetry, 1900 to the Present* (2008), *Detective Fiction in a Postcolonial and Transnational World* (2009); articles in *Genders, Camera Obscura: Feminism, Culture, and Media Studies*.

Statement

Our current academic climate demands that we become increasingly skilled at articulating the relevance of our work in literary studies to the public at the same time that we find ourselves less reliably supported for political speech within our institutions. If elected to this position, I will dedicate myself to supporting faculty members who are engaged in research crucial to contemporary political debates. In addition, I will work to promote discussion about a range of issues located at the intersection of politics and the profession: leave and stop-the-clock policies for faculty members who have children; institutional transparency and support concerning hiring, retaining, and tenuring faculty members of color and queer faculty members; and protecting the rights of faculty members in the most vulnerable positions during this economic downturn.

31. **Rebecca Weaver-Hightower.** Asst. prof. English, Univ. of North Dakota.

PhD, Univ. of Kentucky. Intl. Yeats Summer School scholarship, Intl. Yeats Soc., 1997; dissertation-year fellowship, Univ. of Kentucky, 2000–01; Grand Forks Visitor's Center conference grants, 2008. Finalist, Outstanding Faculty Scholar, Univ. of North Dakota, 2007. MLA activities: Delegate Assembly, 2007–09. Book review ed., *Journal of Commonwealth and Postcolonial Studies*, 2003–; asst. ed., *American Literary History*, 1999–2000; managing ed., *Robert Frost Review*, 1994–95.

Publications include: *Empire Islands: Castaways, Cannibals, and Fantasies of Conquest* (2007); coed., *Selected Poems of Robert Greacen* (2006); contrib., *Yeats and Postcolonialism* (2000), *The Encyclopedia of Postcolonial Studies* (2001); articles in *Safundi: The Journal of South African and American Studies*, *Journal for Early Modern Cultural Studies*, *Journal of Popular Culture*, *Journal of Caribbean Studies*, *Antipodes: An American Journal of Australian Studies*, *Journal of Commonwealth and Postcolonial Studies*.

Statement

Having participated in the assembly's debates representing Politics and the Profession, I have grown aware of the vital role the MLA plays (and should play) in protecting its membership's interests and making important political statements.

Political issues within the profession are well known. The MLA should lobby for innovative approaches to equitable hiring (especially recruiting and retaining scholars of color), fair treatment for often-marginalized workers (adjuncts, instructors, and graduate students), and humane policies for *all* families that help balance scholarship and home life. The latter has become of particular concern to me as a member of a

committee to develop family policies for my university, policies I was shocked to learn many United States universities lack. I will also work to include political issues relevant to small schools and larger universities alike, and I will urge the MLA assembly to address the growing corporatization of universities, a particular threat to the humanities.

As a delegate, I will continue to encourage MLA members—as public intellectuals and educators—to actively engage with national and international politics. The MLA must do all it can to resist and change political climates and funding agendas that threaten free speech and political engagement. The MLA can do this by participating in the development of national social and education policy. Finally, as a postcolonialist, I will promote MLA involvement with international issues and global literatures, looking for ways to better support the participation and interaction of North American, European, Asian, African, South American, and Australasian colleagues.

X. Two-Year Colleges (2 contests)

32. Patricia R. Campbell. Instructor English, Lake Sumter Community Coll., FL.

PhD, Univ. of Florida. Woman of Distinction Award, Center for Women's Studies, Slippery Rock Univ., 1998; Brennecke Shakespearean Scholar Award, Slippery Rock Univ., 1998; Calvin A. Vander Werf Teaching Award, Univ. of Florida, 2001. ASA, NCTE, Southern Historical Assn., Popular Culture Assn. / Amer. Culture Assn. MLA activities: Delegate Assembly, 2007–09.

Statement

As the department chairperson at a community college, I am acutely aware of the needs of faculty members who teach at two-year institutions as well as the needs of the students who choose a community college as an affordable pathway to higher education and job retraining for the local labor market. With the current downturn of the economic environment, I am concerned that the physical as well as the fiscal realities are compromising the quality of a community-college education.

While community colleges are facing unprecedented growth, state budget cuts of base funding are decreasing our resources from 4 to 10 percent. As professionals in these tough economic times, we need to continue to convince legislators, as well as administrators, that faculty members form the foundation of these institutions of higher learning. Faculty positions, salaries, and benefits cannot be a discretionary part of higher education's budget. Moreover, expanding the stable of adjuncts to meet the sudden influx of students is not an ethical cost-saving measure but, rather, the exploitation of contingent labor.

As a delegate for two-year colleges, I will continue to advocate for faculty positions as well as wage and health benefits for all faculty members. The MLA provides a space for a continuing dialogue between two-year colleges and the university systems where faculty members have an opportunity to shape the future of their professional and intellectual environments. I will offer a strong, experienced voice of advocacy and appreciation for both the faculty members and the students at community colleges.

33. No candidate



34. Frederick L. De Naples. Prof. English, Bronx Community Coll., City Univ. of New York.

PhD, Univ. of Pennsylvania. Exec. Comm. (2003–05, 2008–09) and Ad Hoc Comm. on Changes in the Structure and Financing of Higher Educ. (2003–04), ADE. MLA activities: Delegate Assembly, 2007–09.

Publications include: contrib., *Transforming Genres: New Approaches to British Fiction of the 1890s* (1994); articles in *Academe*, *ADE Bulletin*, *PMLA*.

Statement

Having served as chairperson of the English department of an urban community college for the last eight years, I am well versed in issues concerning contingent faculty members, shared governance, balancing workload and scholarship, and employment opportunities at two-year colleges. I have also published articles

and presented papers on these issues, in addition to being an active advocate for community colleges in my two terms on the Executive Committee of the Association of Departments of English and one term in the MLA Delegate Assembly. If elected, I will bring this experience and advocacy to a second term in the assembly.

35. Sean Patrick Murphy. Prof. English and humanities, Coll. of Lake County, IL.

PhD, Kent State Univ. Summer inst. participant, United State Inst. of Peace, 2006. Honorable mention, Outstanding Prog. in English Award (for Grad. Student Internship Prog.), Two-Year Coll. English Assn., 2004. Founder (1999–2000) and dir. (2001–), Grad. Student Internship Prog., Coll. of Lake County, IL. MLA activities: Comm. on Community Colls., 2003–06 (ch., 2005–06); facilitator, convention workshop for community coll. faculty members, 2008.

Publications include: *James Joyce and Victims: Reading the Logic of Exclusion* (2003); ed., *Academic Cultures: Professional Preparation and the Teaching Life* (2008); articles in *Inside Higher Ed*, *Community College Times*, *Teaching English in the Two-Year College*, *Readerly/Writerly Texts: Essays on Literature, Literary/Textual Criticism, and Pedagogy*, *CEA Critic*, *Literature and Psychology: A Journal of Psychoanalytic and Cultural Criticism*, *Studies in the Humanities*, *Studies in Short Fiction*.

Statement

Seeing more points of convergence than divergence between two- and four-year colleges, over the course of my career I have fostered varied cross-sector educational partnerships, ranging from the College of Lake County’s Graduate Student Internship Program (Preparing Future Faculty) to a grant-funded project involving Kent State University and the college (undergraduate views of the 4 May 1970 shootings). Specific to the MLA and foreign language and English studies, I conceived of and edited a collection of essays titled *Academic Cultures: Professional Preparation and the Teaching Life* (MLA, 2008), which details practitioners’ transition from graduate school to teaching-intensive college careers. Essayists promote some of the fine work we accomplish at schools where teaching is a primary focus. I predicate my record of cross-sector partnerships and publication on the premise that two-year faculty members must step forward, define their own identity, promote their mission, and contribute to broad discussions of the humanities, globalism, and higher education. Depending on others to study two-year colleges and report their findings only reifies our marginal position in higher education. I am honored to be nominated to the MLA’s Delegate Assembly, and, if elected, I will work to invite more two-year faculty members to the table so we can communicate to the profession precisely what our students need from our university colleagues when they transfer and precisely what we need from the same colleagues when we seek future faculty members from the graduate student ranks.

XI. Women in the Profession (3 contests)

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

PhD, Univ. of Connecticut, Storrs. Adjunct prof., Washington Center for Internships and Academic Seminars, 2008–. Popular Culture Assn. / Amer. Culture Assn., MELUS, CEA, NWSA.

Publications include: contrib., *Bodily Inscriptions: Interdisciplinary Explorations into Embodiment* (2008); articles in *Feminist Teacher*, *Diaspora*, *International Free Press*.

Statement

I am honored by this nomination, and I look forward to the opportunity to serve as a representative in the MLA Delegate Assembly. I am concerned with several issues that are relevant to the progress and transformation of our profession.

We need to expand our definition of what we collectively consider to be acceptable publications, especially with regard to electronic journals and monographs and other forms of digital media. We should use our influence to encourage professional growth and the expansion of possibilities to present peer-reviewed research via digital media.

We need to clarify and build standards not only for our general education courses but for our undergraduate majors and our graduate programs. The MLA should be a leader in promoting emerging pedagogical methods of delivering educational materials to so-called traditional and nontraditional students, such as distance education. With the expansion of the virtual classroom and virtual research libraries, we should continue to push for better access to materials for all students and faculty members, regardless of the wealth of the college or university.

I believe that multicultural studies, ethnic studies, women's studies, gender studies, and LGBT studies have enriched the academic and cultural experiences of students as well as academic research in the humanities. As scholars and leaders in our respective communities, we must encourage our departments to support research, academic programs, and course work in these areas. We have a responsibility to encourage diversity of ideas and culture as a vital part of our work in academia.

37. Mimi Yiu. Asst. prof. English, Georgetown Univ.

PhD, Cornell Univ. Mellon postdoctoral fellowship, Huntington Library, Univ. of Southern California, 2005–06; postdoctoral fellowship, Paul Mellon Centre for Studies in British Art (London), 2009.

Publications include: contrib., *The Age of Milton: An Encyclopedia of Major Seventeenth-Century British and American Authors* (2004), *Tribute to Professor Oya Başak: (Re)Reading Shakespeare in Text and Performance* (2005); articles in *Early Theatre*, *PMLA*, *Postmodern Culture*.

Statement

Despite efforts over many years to close the gender gap, reports show that inequities still persist in many areas of academia, including salaries, hiring practices, tenure, parental leave, child care, and opportunities for professional advancement. The MLA needs to continue addressing these important issues for all types of institutions and to explore strategies that give new momentum to gender considerations in the twenty-first century.



38. Helga Schreckenberger. Prof. German, Univ. of Vermont.

PhD, Univ. of Kansas. Dir., Women's and Gender Studies Prog., Univ. of Vermont, 2000–07; ch., Dept. of German and Russian, Univ. of Vermont. HERS Management Inst. fellowship, Wellesley Coll., 2000–01. Codir., NEH summer inst. (Vienna, Austria), 2006; participant, NEH summer inst., 2009. Pres. (1987–89, 1995–96), sec. (1990–93), and vice pres. (1993–95), Northern New England chapter, AATG; vice pres. (2004–06), pres. (2006–08), and business manager (2008–), 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), *Preserving the Memory of Exile* (2008), *Literatur im Jahrhundert des Totalitarismus* (2008); articles in *Romanistisches Jahrbuch*, *Weimarer Beiträge*, *Script*, *Modern Austrian Literature*.

Statement

The recent economic downturn and the continued corporatization of many academic institutions negatively affect working conditions for all members of our profession particularly in terms of workload, salary, and job security. As the recent report of the MLA Committee on the Status of Women in the Profession reveals, these factors especially impact women. In addition to taking on heavy service and

teaching responsibilities, women faculty members are usually burdened more than their male colleagues with family obligations such as child care and elder care. These taken together have negative consequences for their promotion and retention. Overrepresented in part-time and service positions in the profession, more women are vulnerable to layoffs and contract termination than men. Attention to these problems becomes crucial for hiring and retaining a new generation of faculty members. The MLA is in a unique position to address these professional concerns by providing a forum for the discussion and development of strategies for action. I hope to have the chance to work with others in the Delegate Assembly to explore these issues and develop policies that benefit all members of the profession.

39. Ingeborg Walther. Assoc. prof. German and assoc. dean, Coll. of Arts and Sciences, Duke Univ.

PhD, Univ. of Michigan. DAAD research grant, 1980–81; NEH summer inst. grant (Univ. of Rhode Island), 1995; senior fellow, Center for Teaching, Learning, and Writing, Duke Univ., 2001–02; faculty fellow, Center for Instructional Technology, Duke Univ., 2004–05; summer inst. grant, Natl. Foreign Lang. Resource Center, Univ. of Hawai‘i, Mānoa, 2007. Exceptional Performance Award, Defense Lang. Inst., 1986; Exceptional Performance Award (1990) and Special Service Award (1993), Foreign Lang. Training Center Europe. Exec. Comm., ADFL, 2004–06; organizing comm. coch., AATG/ACTFL Annual Convention, 2006–07.

Publications include *The Theater of Franz Xaver Kroetz* (1990); contrib., *Encyclopedia of German Literature* (2000); articles in *ADFL Bulletin*, *Unterrichtspraxis*, *Rackham Journal of the Arts and Humanities*; reviews in *Modern Drama*, *German Quarterly*.

Statement

The recent report of the MLA Committee on the Status of Women in the Profession is illuminating in its analysis of the subtle and not-so-subtle differences in men’s and women’s professional lives. The report contains a wealth of information that underscores the complexity of gender disparities in the larger context of the corporate university and the marginalization of the humanities therein. My own experience in various administrative roles (as language program coordinator, director of undergraduate studies, department chair, and now associate dean) has led me also to view issues of women in the profession as more closely linked than one might expect to many other issues of professional concern, including the increased use of adjuncts, the intensified requirements for scholarly publication, and the increased workload resulting from rapidly changing technologies and socioeconomic and political developments affecting the educational landscape. While much of our intellectual and scholarly work has endeavored to deconstruct or expose as false such dichotomies as teaching versus research, language versus content, skill versus knowledge, male versus female, theory versus practice, there is still much work to be done to realize the consequences of this work in the institutional structures and practices of higher education. It is not only a matter of educating our administrators, our public, and our political leaders; it is also a matter of implementing the kinds of structural and curricular changes within our own departments recommended in another MLA report, “Foreign Languages and Higher Education.” I look forward to continuing this important work.



40. Carolyn M. Dever. Prof. English and dean, Coll. of Arts and Science, Vanderbilt Univ.

PhD, Harvard Univ. Mellon Fellowship in the Humanities, Woodrow Wilson Foundation, 1988–93; ACLS fellowship, 1996–97; visiting scholar, Vanderbilt Univ., 1996–97. Florence Howe Award (for outstanding feminist scholarship), WCML, 1995. Panelist, ACLS Fellowship Prog., 2001–04; panelist, Mellon Foundation / ACLS Early Career Fellowship Prog., 2008. Exec. comm., Dickens Project, Univ. of California, Santa Cruz, 2002–05.

Publications include *Death and the Mother from Dickens to Freud: Victorian Fiction and the Anxiety of Origins* (1998), *Skeptical Feminism: Activist Theory, Activist Practice* (2004); coed., *The Literary Channel: The Inter-National Invention of the Novel* (2002); contrib., *Cross-Purposes: Lesbian Theory, Feminist Theory, and the Limits of Alliance* (1997), *Charles Dickens’s Bleak House: A Sourcebook* (2004), *A Concise Companion to the Victorian Novel* (2005), *Palgrave Advances in Charles Dickens Studies* (2006),

The Cambridge Companion to Wilkie Collins (2006), *Diversifying the Discourse: The Florence Howe Award for Outstanding Feminist Scholarship, 1990–2004* (2006), *Victorian Vulgarities* (2009); articles in *Victorian Studies*, *Dickens Studies Annual*, *Studies in the Novel*, *GLQ*, *Victorian Literature and Culture*.

Statement

We have never needed a strong, independent MLA as much as we do now. At a time of economic downturn, universities are struggling, and the job market for PhDs in the humanistic disciplines is unstable. In this context, the MLA could conceivably set terms within the national discussion about the humanities broadly conceived and the study of literature and languages more particularly. This is a discussion about the allocation of scarce resources, to be sure; but it is also a golden opportunity for those of us in the profession now to secure a sound future for those who will follow in years to come.

I am a faculty member in English and also the dean of the College of Arts and Science at Vanderbilt University. I am the second woman to serve as dean, and my position gives me the opportunity to advocate for diversity as an anchor of academic excellence by any measure. I work daily in support of faculty members and students in humanistic as well as scientific and social-scientific disciplines. The humanistic disciplines have unique funding within the modern university. It is crucial that we understand and articulate the particular value of humanistic investigation and teaching and that we work creatively to create pathways to success for students and scholars from the entire social spectrum. I act on this commitment daily within my own university, and I would gladly extend the effort within the MLA Delegate Assembly if offered the opportunity.

41. **Diane P. Freedman.** Prof. English and women's studies, Univ. of New Hampshire, Durham.

PhD, Univ. of Washington. Susan Koppelman Award (for *The Intimate Critique*), Popular Culture Assn. / Amer. Culture Assn., 1993; finalist, Illinois-NWSA Manuscript Award, 1989. Advisory board, New Hampshire Commission on Community and Natl. Service, 1998–2000; advisory board, New Hampshire Humanities Council, 2001–04. Humanities facilitator, Poetry and Politics, New Hampshire Writers Project, April 2003. Advisory board, Soc. for the Study of Amer. Women Writers, 2009–11. Assoc. ed., *NWSA Journal*, 1996–97, 2005–07. Ed. boards: *Ithaca Women's Anthology*, 1977–79, *NWSA Journal*, 1993–97, 2004–05.

Publications include *An Alchemy of Genres: Cross-Genre Writing by American Feminist Poet-Critics* (1992); coau., *Teaching Prose* (1988); ed., *Millay at 100: A Critical Reappraisal* (1995); coed., *The Intimate Critique: Autobiographical Literary Criticism* (1993), *The Teacher's Body: Embodiment, Authority, and Identity in the Academy* (2003), *Autobiographical Writing across the Disciplines: A Reader* (2003); contrib., *Constructing and Reconstructing Gender: The Links among Communication, Language, and Gender* (1992), *Anxious Power: Reading, Writing, and Ambivalence in Narrative by Women* (1993), *Confessions of the Critics* (1996), *Routledge International Encyclopedia of Women: Global Women's Issues and Knowledge* (2000), *Personal Effects: The Social Character of Personal Writing* (2001), *Shorewords: A Collection of American Women's Coastal Writings* (2003), *The Encyclopedia of New England: The Culture and History of an American Region* (2005); articles in *ISLE: Interdisciplinary Studies in Literature and Environment*, *Foreign Literature Studies*, *Bucknell Review*, *College Literature*, *Women and Language*.

Statement

The MLA's stance on practices and inclusive language regarding women in the profession has wide-ranging implications for educational practices at all levels and in all places. As the economy slides down and the Internet further ramps up, college education and student populations as we have known them are undergoing several sea changes simultaneously. Cyber learning is edging out bricks-and-mortar educational spaces, contingent labor is increasingly offered when tenure lines are vacated, and more work and more kinds of work are expected of a shrinking pedagogical workforce. As a delegate thinking about the gender implications in all this, I hope to carry on my long-standing concerns with the poetics and practices of women's lives, feminist pedagogy, making what we do in academia broadly accessible, inclusivity, and creative and democratic practice generally.

Part IV: Voting for Regional Delegates

Thirty-four persons will be elected to replace delegates whose terms expire on 31 December 2009. The term of office will be from 1 January 2010 through the close of the January 2013 convention. The numbers preceding the nominees' names correspond to the numbers assigned to the nominees on the ballot sheet.

The names of the seventy-four regional delegates with continuing terms in 2010 appear on pages 1041–42 of the September 2009 PMLA.

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

I. New England and Eastern Canada (3 contests)

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

100. **Justin Crumbaugh.** Assoc. prof. Spanish, Mount Holyoke Coll.

PhD, Emory Univ. Acting ch., European Studies Prog., Mount Holyoke Coll., fall 2009.

Publications include *Destination Dictatorship: The Spectacle of Spain's Tourist Boom and the Reinvention of Difference* (2009); contrib., *Cine, imaginario y turismo: Estrategias de seducción* (2007), *Spain Is (Still) Different: Tourism and Discourse in Spanish Identity* (2008); articles in *Hispanic Review*, *Arizona Journal of Hispanic Cultural Studies*, *Hispanic Research Journal*, *International Journal of Iberian Studies*.

Statement

The MLA should further address and encourage the new theoretical approaches and multidisciplinary breadth of current scholars who were trained in language and literature but now find themselves rethinking the very notion of expertise and questioning the philosophical basis of the humanistic side of the humanities. This welcome shift has been especially clear among scholars of the Spanish-speaking world, who renamed departments and reformed curricula to reflect the connections they are making between different fields of the humanities and the interpretive social sciences. My own department, which encompasses what used to be the Spanish major as well as Latin American studies and Latino studies, is a prime example. At the same time, the MLA must also defend the need for attention to the finer points of representation and recognition of their power whether in political or affective terms (or both). By extension, the organization must play a leading role in the defense of such scholarship at an institutional level in the face of an increasingly corporate-minded system of higher education and must work to educate the general public in this regard.

101. **Domingo Ledezma.** Asst. prof. Spanish, Wheaton Coll., MA.

PhD, Brown Univ. J. M. Stuart Fellowship, John Carter Brown Library, 2000–01; Mellon summer research award, 2008. President's Award for Excellence in Teaching, Brown Univ., 2001; Aron David and Ruth Kossoff Prize for Leadership in Lang. Teaching, Dept. of Hispanic Studies, Brown Univ., 2001.

Publications include: coed., *El saber de los jesuitas, historias naturales y el Nuevo Mundo* (2005); contrib., *España: ¿Laberinto de exilios?* (2005); book review in *Revista de humanidades: Tecnológico de Monterrey*.

Statement

As a Latin American native and faculty member in a small liberal arts college, I am committed to emphasize the value of diversity and transformative education in the classroom. Should I be elected, I will advocate for the MLA to continue supporting curricular and institutional inclusion as a key value of teaching and learning in the humanities. During these times of economic hardship, I will definitely focus my action on defending the importance of teaching a large variety of foreign languages, including those threatened by

budget cuts. A core value of our profession is the teaching of languages and literature as vehicles for cultural awareness and literary enrichment. I would be honored to serve the MLA as a regional delegate.



102. **Richard H. Millington.** Sylvia Dlugasch Bauman Prof. of Amer. Studies and prof. English, Smith Coll.

PhD, Yale Univ. Dir., Amer. Studies Prog., Smith Coll., 2004–. NEH summer stipend, 1993. *Choice* Outstanding Academic Book (for *Practicing Romance*), 1992. Panelist, NEH, 1994. Advisory board (1996–99), pres. elect (2000–02), and pres. (2003–04), Nathaniel Hawthorne Soc.; Hubbell Award Comm., Amer. Lit. Section, 2000–04; Amer. Lit. Assn.; ASA; New England ASA; Willa Cather Pioneer Memorial Foundation.

Publications include *Practicing Romance: Narrative Form and Cultural Engagement in Hawthorne's Fiction* (1992); ed., *The Cambridge Companion to Nathaniel Hawthorne* (2004); coed., *Hitchcock's America* (1999); contrib., *Willa Cather's Canadian and Old World Connections* (1999), *Roman Holidays: Hawthorne, James, and Others in Italy* (2002), *Willa Cather and the American Southwest* (2002), *The Cambridge Companion to Willa Cather* (2005), *Willa Cather as Cultural Icon* (2007); articles in *Nathaniel Hawthorne Review*, *American Literature*, *Prospects: An Annual Journal of American Cultural Studies*, *New England Quarterly*.

Statement

I think the crucial public task of the MLA is to speak for the value (not simply the usefulness) of literary study, of the humanities more broadly, and of the collegiate interlude itself—a task that will become even more crucial as the economic model that sustains many colleges becomes more fragile. Within the academy, we need to continue to work toward a humane and equitable work life for all members of our profession—especially in this era of financial crisis.

103. **David Suchoff.** Prof. English, Colby Coll.

PhD, Univ. of California, Berkeley. Previous appointment: Boston Univ., 1985–92. Fulbright teaching assistantship (Austria), 1981–82; Andrew W. Mellon Faculty Fellow in the Humanities, Harvard Univ., 1992–93; Littauer Foundation for Jewish Studies grant, 1996. Board of trustees, Stiftung Dialogik. AAUP.

Publications include *Critical Theory and the Novel: Mass Society and Cultural Criticism in Dickens, Melville, and Kafka* (1994); coed., *The Seductions of Biography* (1996); trans., Hermann Levin Goldschmidt, *The Legacy of German Jewry* (2007); cotrans. and introd., Alain Finkelkraut, *The Imaginary Jew* (1994), Alain Finkelkraut, *The Wisdom of Love* (1997); contrib., *Perspektiven der Dialogik* (1994), *Secret Agents: The Rosenberg Case and the McCarthy Era* (1995), *Living with America, 1946–1996* (1997), *Bilingual Games: Some Literary Investigations* (2003); articles in *ELH*, *Germanic Review*, *Prooftexts*, *Journal of Jewish Thought and Philosophy*, *Journal of the Kafka Society of America*, *Arizona Quarterly*.

Statement

My central concern as a delegate will be to make the MLA aware of the threat to academic freedom inherent in “learning goals” and “assessment of outcomes” as administrators apply a version of “No Child Left Behind” to the college curriculum. I hope the MLA can work with the AAUP to help faculty members oppose this attempt to denature critical thinking by applying inappropriate, market-based logic to liberal education in the field of languages and can join with others in working to give part-time faculty members the respect, job security, salary, and dignity they deserve.



104. **Anne Moore.** Grad. student English, Tufts Univ.

MA, Univ. of Vermont. Institutional service (Tufts Univ.): English Grad. Organization, 2005–08; Grad. Conference Comm., 2006–08. Fellowship, Grad. Inst. for Teaching, Tufts Univ., 2008. Best Paper in Conference, Women's Studies Conference, Castleton State Coll., 2002; Albee Award for Best Grad. Paper in

English, Univ. of Vermont, 2004. Conference presentations: Women’s Studies Conference, Castleton State Univ., Mar. 2002; Re-Membering the Past: A Conference on Memory and Amnesia (Univ. of Vermont), Apr. 2003; Race, Gender, and Class Conference (Louisiana State Univ.), Sept. 2004; Intl. Soc. for the Study of Narrative, 2005, 2007, 2008; NEMLA, 2008.

Statement

Graduate school is an infamously anxious period, and the push toward adjunct jobs at more and more universities makes this truer than ever. I’m interested in helping to make the process of professionalization clearer for graduate students and in looking (and agitating) for ways that graduate students can navigate the process of preparing themselves for the job market—more opportunities for networking, information regarding the ways different choices will affect their marketability, and skill sharing on how to balance the demands of professional and personal needs.

Also, I’m committed to finding more spaces for interdisciplinary and contemporary work, expanding the place of media studies within the field, and making room for work that isn’t bound by the traditional categories of nation or period. Currently, graduate students find themselves in something of a tight spot in terms of marketing themselves. On the one hand, a transnational and transhistorical focus is necessary in order to achieve the sense of newness that is paramount for one’s dissertation. At the same time, however, this broadened perspective can make one less prepared for the demands of tenure-track work: If I apply for jobs as a Victorianist, will I no longer be able to work in media studies, and vice versa? Serving as an MLA delegate will give me the opportunity to help reconceive professional categories so they might better reflect the new directions of the field.

105. **Bryna Siegel Finer.** Grad. student English, Univ. of Rhode Island.

PhD, Univ. of Rhode Island (URI); EdM, Teachers Coll., Columbia Univ.; MFA, Sarah Lawrence Coll. Current appointment: asst. prof. English, Southern Vermont Coll. Institutional service (URI): grad. student mentor, 2005–09; Grad. Student Conference Comm., 2006–07; asst. dir., Writing Center, 2007–09; Writing and Rhetoric Assessment Comm., 2008–09. Conference presentations: Grad. Conference, Stony Brook Univ., State Univ. of New York (SUNY), Feb. 2005; Grad. English Conference, Southern Connecticut State Univ., Apr. 2005; CEA, 2005, 2007; CCCC, 2006, 2009; Grad. Student Conference, URI, Mar. 2007; Popular Culture Assn. / Amer. Culture Assn., 2007; Northeast Writing Center Conference, 2008; SUNY Council on Writing, 2008.

Statement

I am honored to have been nominated to serve as an MLA delegate representing New England. I look forward to participating in discussions in areas that pertain to graduate students and new faculty members. I am particularly aware of the needs and challenges that face graduate students in English studies, specifically in rhetoric and composition. And, as a new assistant professor, I am sensitive to the challenges of transitioning teachers. If elected, I will serve the New England region with professionalism, inventiveness, and a continued commitment. Through this role, I hope to help faculty members, students, and administrators alike to emphasize a balance and diversity of theory, pedagogy, and research as important in the field.

II. New York State (3 contests)

106. **Nancy E. Johnson.** Assoc. prof. English, State Univ. of New York, New Paltz.

PhD, McGill Univ. Deputy ch., Dept. of English, State Univ. of New York, New Paltz, 2005–09. Senior Warnock Fellow, Yale Boswell Editions, 2003, 2004, 2006. Lucyle Hook Guest Lectureship, Barnard Coll., 2008. Sec.-treasurer, Northeast Soc. for Eighteenth-Century Studies, 2005–; Continuity Comm., Johnson Soc., 2009–11. Assoc. ed., *Johnsonian News Letter*, 2004–.

Publications include *The English Jacobin Novel on Rights, Property, and the Law: Critiquing the Contract* (2004); contrib., *Illicit Sex: Identity Politics in Early Modern Culture* (1997); articles in *Eighteenth-Century Fiction*, *Dalhousie Review*, *Harvard Women’s Law Journal*, *Mosaic*.

Statement

Our profession faces a staggering number of challenges in this new economic climate. My primary concern is that we—those of us in the profession—take the lead in addressing the short- and long-term consequences of radical budget cuts and in reaffirming the role of the academic not only in colleges and universities but also in our broader communities. At both state and private institutions in New York, we have all seen hiring freezes, cancelled sabbaticals, increases in class size, and the suspension or elimination of programs. While some of these actions have been necessary for the 2009 and 2010 fiscal years, we must ensure that they do not become long-term or permanent changes. In addition, we must consider the consequences of delayed retirements and reduced staffing on new PhDs. While the job market has been tight for some time now, we face an unprecedented shrinking of job opportunities for young scholars, who are vital to the profession.

As a professor at a state university, I have seen how quickly public and political sentiment can turn on higher education with calls for increased assessment, standardized testing of our students, the abolishment of tenure, and the curtailment of research deemed inconsequential. The MLA is in a position to answer these concerns and reaffirm the importance of the humanities to a world in economic crisis.

107. **Elise V. Lemire.** Assoc. prof. lit., Purchase Coll., State Univ. of New York.

PhD, Rutgers Univ. Kate B. and Hall J. Peterson Fellowship, Amer. Antiquarian Soc., 1994; NEMLA summer research grant, 1995; Newcombe Doctoral Dissertation Fellowship, Woodrow Wilson Natl. Fellowship Foundation, 1995–96; NEH fellowship, 1999–2000, 2007–08. Amer. Lit. Comm., College-Level Examination Prog., Coll. Board, 2007– (ch., 2009–). Lora Romero First Book Publication Prize Comm., ASA, 2007–08.

Publications include *“Miscegenation”*: *Making Race in America* (2002), *Black Walden: Slavery and Its Aftermath in Concord, Massachusetts* (2009); contrib., *The Cambridge Film Handbook on Rear Window* (2000), *Romancing the Shadow: Poe and Race* (2001).

Statement

If elected, I would call on the Delegate Assembly to find more creative and forceful ways to address the professoriat’s rapidly deteriorating working conditions, particularly the work speedup, languishing faculty salaries, and the transformation of tenure-track lines into part-time adjunct positions. I believe these concerns are widely shared by SUNY faculty members, who represent a sizeable portion of New York’s academics. (SUNY is the largest academic employer in New York and the nineteenth largest employer in the state overall.) We need to act now to make our profession financially viable for future generations. The Delegate Assembly should investigate, for example, how the MLA can leverage the organizing powers of the Internet and better support faculty union efforts. I have been a member of the MLA since 1990, a SUNY professor since 1996, and the coordinator of the literature program at Purchase College for the past three years. I would welcome the opportunity to represent the MLA’s New York constituency.



108. **Richard Finkelstein.** Prof. English, State Univ. of New York, Geneseo.

PhD, Univ. of Chicago. NEH summer stipend, 1984. Boards of directors: Children’s Inst., Univ. of Rochester Center for Community Study, 1997– (pres., 2003–04); Harley School, 1997–2006 (vice pres., 2002–06); Horizons Summer Enrichment Prog., 2006– (vice pres., 2008–).

Publications include: contrib., *Shakespeare and Appropriation* (1999), *The Emperor’s Old Groove: Decolonizing Disney’s Magic Kingdom* (2003); articles in *Philological Quarterly*, *Comparative Drama*, *Journal of Medieval and Renaissance Studies*, *Shakespeare Quarterly*, *Medieval and Renaissance Drama in England*, *Renaissance et réforme*.

Statement

During this time of crisis for the national economy and for higher education in particular, it is crucial that departments of English and departments of modern languages respond vigorously to the opportunities for creative action that challenges like the current ones provide. The MLA has already recognized the need to

step up its defense of the humanities and liberal arts. Building new alliances with other disciplines and professions that can strengthen our national presence will advance the work of scholarship and enhance prospects for our students. We also must demonstrate our commitment to our local and national communities by thinking hard about service and about how we might strengthen our voice in public debates.

109. Theodore L. Steinberg. Distinguished Teaching Prof. English, State Univ. of New York, Fredonia.

PhD, Univ. of Illinois. NEH fellowship, 1979–80. Chancellor’s Award for Excellence in Teaching, State Univ. of New York, 1996. Organizing comm., Spenser at Kalamazoo, 2000–10. Ed. advisory board, *The Bedford Anthology of World Literature*.

Publications include *Mendele Mocher Seform* (1977), *Piers Plowman and Prophecy: An Approach to the C-text* (1991), *Reading the Middle Ages: An Introduction to Medieval Literature* (2003), *Twentieth-Century Epic Novels* (2005), *Jews and Judaism in the Middle Ages* (2008); contrib., *The Mythographic Art* (1990), *Mapping the Biblical Terrain* (1990), *Prophet Margins* (2004); articles in *SEL*, *Yiddish*, *Journal of Aesthetics and Art Criticism*, *Spenser Studies*, *Studies in Philology*, *Sidney Journal*, *Studies in Medieval and Renaissance Teaching*.

Statement

We certainly have many professional matters to be concerned about—collapsing budgets, overuse and exploitation of adjunct faculty members, questions related to technology, and others—but I would like to address an issue that is fundamental to our profession: our ability to convey to our students a love of reading and writing that will last beyond the end of a semester, beyond graduation, and that will inform the rest of their lives. While the MLA can rightfully take stands on all manner of political issues, we dare not ignore the devaluation of the humanities that we see around us, a devaluation to which we contribute by narrow professionalism and by acquiescing in misguided and ill-conceived attempts at assessment that reduce what we do to the level of commodification. The Modern Language Association should be leading the fight to proclaim and demonstrate the value of the humanities in daily life. This project is particularly important for students who do not major in the humanities. Students who take only one or two courses in the humanities must be exposed to the passions, the emotions, and the modes of thought that characterize the humanities, so that they can incorporate those qualities in their own lives. The Modern Language Association should represent both conviction and passionate intensity in the best senses of those terms as it promotes the study of the humanities.



110. Michael Jacobs. Grad. student English, Saint John’s Univ., Jamaica.

MA, Univ. at Buffalo, State Univ. of New York. Adjunct instructor English, Berkeley Coll., 2002–. Institutional service (Berkeley Coll.): pres. (2005–06) and vice pres. (2006–08), Faculty Assn. Award for outstanding teaching, Berkeley Coll., 2005. Conference presentations: St. John’s Univ. Grad. Conference, Apr. 2007, Apr. 2008; CCCC, 2008; Midwest Interdisciplinary Grad. Conference, Univ. of Wisconsin, Milwaukee, Feb. 2009.

Publications include: contrib., *American Lives*, *American Issues* (2002).

Statement

My position as a full-time contingent faculty member over the last six years has afforded me unique insight into the dwindling prospects of tenure-track employment for graduate students. The significant decline in these positions diminishes the profession and becomes material in the erosion of institutional funding, job security, and academic freedom. However, I am more concerned with how the prevailing use of contingent positions signifies the wider marginalization of the humanities. We can see this marginalization clearly in the increasing inability of humanities fields—particularly English studies—to make themselves relevant in today’s educational environment. How can we reimagine teaching and learning in ways that are meaningful to the twenty-first-century student? How do we meet and remedy the palpable disconnect between literacy standards for secondary schools and for higher education? Such questions lie at the heart of

my professional concerns, for they exist not simply as problems for the academy but as testaments to a larger cultural crisis.

These issues of academic marginalization and cultural relevance have largely come to define the landscape of higher education. Consequently, such matters should be paramount to graduate students endeavoring to enter a rapidly changing profession. As a graduate student representative to the MLA Delegate Assembly, my chief priority will be to raise awareness of these concerns in the organization in the hope of yielding better policy and benchmark practices for my colleagues and peers.

111. **John Robert Ziegler.** Grad. student English, Fordham Univ., Bronx.

MA, Seton Hall Univ.; MPhil, Fordham Univ. Institutional service (Fordham Univ.): mock orals coord., 2005–06; reading group coord., 2006–07; teaching mentor, 2007–08; new student mentor, 2008; Early Modern Hiring Comm., Dept. of English, 2008–09. Edward J. Bloustein Scholarship, State of New Jersey, 1996–2000; Presidential Scholarship, Fordham Univ., 2003–06. Conference presentations: *Monsters and the Monstrous: Myths and Metaphors of Enduring Evil* (Mansfield Coll., Oxford), Sept. 2008; Group for Early Modern Cultural Studies, 2008; *Sex in the City: Early Modern London* (Fordham Univ.), Dec. 2008; Shakespeare Assn. of America, 2009.

Publications include articles in *Postscript: A Journal of Graduate Criticism and Theory*, *Postcolonial Text*.

Statement

The faculty members and graduate students represented by the MLA face a variety of pressing issues, including challenges to academic freedom, the insufficiency of traditional models of publication, increased reliance on contingent labor, and decreased public perception of the importance of the humanities. In addition to continuing advocacy at the governmental and institutional levels, we can reconsider what counts as scholarship, giving more credit for those activities and publications that have become reserved for the separate figure of the public intellectual. We should continue to address changes in academic publishing and tenure requirements and take more proactive action in mainstreaming digital scholarship, working against its second-class status and taking creative advantage of opportunities offered by technology—even print journals could have Web-accessible message boards to allow readers to discuss articles. The pursuit of true interdisciplinarity, not only in teaching but also in writing and publishing (the kind of cooperative scholarship routinely engaged in by many other disciplines), can only enrich and strengthen the profession. Finally, we should strongly encourage inventive methods for community involvement; institutional outreach is beneficial for instructors, for students, and for developing public support. As members of the MLA, we already believe that the teaching of language and literature plays an important role in producing intellectually and ethically responsible, critically thinking members of society; we need to persist in bringing that conviction to a wider audience.

III. Middle Atlantic (3 contests)

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

112. **Tita Chico.** Assoc. prof. English, Univ. of Maryland, College Park.

PhD, New York Univ. Folger Shakespeare Library grant, 1995; Mellon postdoctoral research fellowship, 2001–02; Mellon–Natl. Humanities Center summer inst., 2003; ASECS–Mellon Foundation research fellowship, Harry Ransom Center, Univ. of Texas, Austin, 2009–10. Referee, Newberry Library fellowships, 2002–04. Cultural Studies Caucus ch. and Women’s Caucus Fundraising Comm., ASECS, 2004–06; judge, Canfield Essay Award, Group for Early Modern Cultural Studies, 2007. Ed., *Eighteenth Century: Theory and Interpretation*, 2001–; advisory board, *Intertexts*, 1999–2005.

Publications include *Designing Women: The Dressing Room in Eighteenth-Century English Literature and Culture* (2005); contrib., *Monstrous Dreams of Reason: Cultural Politics, Enlightenment Ideologies* (2002), *Dirty Words: A Literary Anthology of Sex* (2008), *Narrative Beginnings: Theories and Practices* (2008); articles in *Cultural Critique*, *Philological Quarterly*, *Studies in Eighteenth-Century*

Culture, Comparative Drama, Mosaic, Persuasions, Eighteenth-Century Life, Eighteenth-Century Studies, Eighteenth-Century Fiction, Bloomsbury Review, Johnsonian News Letter.

Statement

In the current economic, political, and cultural climate, I believe that it is essential to express and to promote the role and significance of the humanities—and literary studies, in particular—in the university. To say this is not merely to articulate an intellectual argument concerning the value of literary studies, which is clearly a vital aspect of MLA’s work, but also, more notably, to advocate for an important intervention into the public debates and institutional practices that shape our field and the university more generally. I would like the Delegate Assembly to focus on two related labor issues that strike at the core of these debates and practices. The first concerns the across-the-board reliance on adjunct labor for a vast amount of a university’s instruction, an instructional system that, at the very least, limits an institution’s long-term investment in its instructional faculty. The second concerns the ways in which service expectations for tenured and tenure-track faculty members have ballooned as a result. These are, in a sense, day-to-day issues that have wide-ranging practical and intellectual implications for our field and for the state of the university. By showcasing, with the goal of ameliorating, the conditions under which university faculty members at all ranks (from part-time adjuncts and graduate student instructors to tenured professors) and at all kinds of institutions (from community colleges to research universities) labor and are compensated, I believe that the Delegate Assembly can make a special and powerful contribution.

113. **Kathryn D. Temple.** Assoc. prof. English, Georgetown Univ.

PhD, Univ. of Virginia; JD, Emory Univ. Ch., Dept. of English, Georgetown Univ., 2009–12. ACLS research fellowship, 1997–98; Frederick Burkhardt Residential Fellowship, ACLS, 2003–04. Donald Greene Prize (for best work by a younger scholar), Samuel Johnson Soc. of Southern California, 1994; NEH summer grant, 2001; participant, School of Criticism and Theory (Cornell Univ.), summer 2003; Excellence in Faculty Teaching Award, Liberal Studies Prog., Georgetown Univ., spring 2008. Exec. board (1995–97) and conference comm. ch. (1996), East-Central ASECS; ch., Cultural Studies Caucus, ASECS, 2001–04. MLA activities: exec. comm., Discussion Group on Law as Lit., 2002–06; exec. comm., Div. on Restoration and Early-18th-Century English Lit., 2005–09. Coed., *Scriblerian*, 1998–2004.

Publications include *Scandal Nation: Law and Authorship in Britain, 1750–1832* (2003); contrib., *Law and Literature Perspectives* (1996), *Illicit Sex: Identity Politics in Early Modern Culture* (1997), *Encyclopedia of Feminist Literary Theory* (1997), *An Encyclopedia of British Women Writers* (1998), *Feminist Interpretations of David Hume* (1999), *Final Acts: Death, Dying, and the Choices We Make* (2009); articles in *Novel, Yale Journal of Law and the Humanities*.

Statement

As a delegate, I will represent the Middle Atlantic region during a period of economic stress unknown since the 1930s. During this time, the MLA must do everything possible to help colleges and universities conserve their programs and protect their missions, to protect faculty members from economically driven dismissals, and to protect students from a contraction of higher education opportunities. As the tenure-track faculty contracts, the adjunct faculty grows, and this presents the possibility of exploitation at every level, administrative, faculty, staff, and student. Shared governance, tenure lines, class sizes, and program diversity will all be under attack as state governments and administrations working under a corporate model exploit opportunities to dismiss faculty members, squeeze students, and eliminate programs that they see as politically threatening. We must work hard to hold the line on contraction so that there will be something left to expand as the economy improves. Our mission includes producing new knowledge, conserving the knowledge of the past, and educating succeeding generations not only in our knowledge base but also in the values that drive our analysis and expansion of it. In economic hard times more than ever, the MLA should provide faculty members of all kinds (and thus students) a secure place for pursuing this multifaceted mission.



114. **Martin Oliver Carrion.** Grad. student Spanish, Johns Hopkins Univ.

115. **Cedric R. Tolliver.** Grad. student comparative lit., Univ. of Pennsylvania.

MA, Univ. of Pennsylvania. Institutional service (Univ. of Pennsylvania): lecture series cocoord., Prog. in Comparative Lit., 2004–05; cocoord., Latitudes Reading Group, Dept. of English, 2005–06; grad. fellow, Africana Studies Summer Inst. for Pre-Freshmen, 2006, 2007; research asst., African Studies Center, 2007–08. Fontaine Fellowship, Univ. of Pennsylvania, 2003–07, 2008–09; postdoctoral fellow, Africana Research Center, Penn State Univ., 2009–10.

Publications include review article in *Safundi: The Journal of South African and American Studies*.

Statement

If elected as a member of the Delegate Assembly from the Middle Atlantic region, I will devote my energy to articulating the concerns of graduate students as both actual and potential workers in a rapidly changing academic labor market. I think it important to consider from the perspective of labor those efforts to increase the presence of women and underrepresented minorities in the professoriat. I intend to work to ensure that this increased presence is not achieved at the cost of relegating members of these groups to the most precarious sectors of the academic labor force; a vision of the future of labor in the profession as more diverse but less secure must be rejected. My work in the Delegate Assembly will be dedicated to realizing an alternative vision.



116. **Jones DeRitter.** Prof. English, Univ. of Scranton.

PhD, Univ. of Virginia. Ch., Dept. of English and Theatre, Univ. of Scranton, 1997–; ch., Academic Policy Comm., Faculty Senate, 2005–09. Provost’s Award for Excellence in Univ. Service and Leadership, Univ. of Scranton, 2007. Member (2001–09) and vice pres. (2005–09), Abington Heights (PA) School Board.

Publications include *The Embodiment of Characters: The Representation of Physical Experience on Stage and in Print, 1728–1749* (1994); contrib., *Illicit Sex: Identity Politics in Early Modern Culture* (1997); articles in *Comparative Drama*, *Genders*, *Journal of Early Modern Cultural Studies*, *Restoration: Studies in English Literary Culture, 1660–1700*.

Statement

As an experienced department-level administrator and an active member of an AAUP-affiliated faculty union, I have a good understanding of both the politics and economics of private universities. I have been involved in hiring both tenure-track and contingent faculty members, and have helped to develop contract language designed to protect and empower the latter. My union experience has also given me some limited expertise in the area of faculty workload issues. As an elected member of a (public) school board, I have also been immersed for a number of years now in issues related to teacher education and to public education in general.

With respect to contingent and adjunct faculty members, the MLA should do whatever it can to uphold professional standards (reasonable class sizes, appropriate pay, opportunities for professional development) and academic freedom (both inside and outside the classroom).

With respect to teacher education, the MLA should find ways to weigh in on the general topic of content-area competence for the teachers we send into American high schools. More generally, the MLA can help to make the case against the excessive and inappropriate use of standardized tests at both the secondary and baccalaureate levels.

Finally, although I do not think that the MLA should spend a great deal of time and energy on national politics, I do think that it would be entirely appropriate for the organization to undertake a public campaign of opposition to the “English-only” movement as it pertains to government and education.

117. **Lawrence H. Schwartz.** Prof. English, Montclair State Univ.

PhD, Rutgers Univ., New Brunswick. Ch., Dept. of English, Montclair State Univ., 2000–06. Exec. Comm., ADE, 2006–08.

Publications include *Marxism and Culture: The C.P.U.S.A. and Aesthetics in the 1930s* (1980), *Creating Faulkner's Reputation: The Politics of Modern Literary Criticism* (1988); articles in *Cultural Logic*, *ADE Bulletin*.

Statement

During the past three years as a member of the ADE's Executive Committee, I was engaged in reviewing, supporting, and promoting important reports about several key issues in our profession: the academic workforce, minority recruitment and hiring, and the English major. At the same time, as chair of an English department (with some 32 full-time tenure-track faculty members, scores of part-time faculty members, and some 650 undergraduate majors) in a research-intensive four-year public university, I saw how these matters played out in the reality of my day-to-day work. The combination of a 35-year teaching career, seven years as chair, and a connection to the ADE has provided me an important national and local perspective that might be useful in the Delegate Assembly. I would like to see the MLA move more aggressively to promote change based on the data and recommendations associated with these recent reports and initiatives. Additionally, I believe that in an era of reduced support for higher education, the organization should be more activist with respect to defending academic freedom, guaranteeing student access to college and university, fighting for professional pay and benefits for all academic employees, and struggling to protect and expand affirmative-action hiring. Finally, I would like to see the MLA follow the lead of the American Historical Association and condemn the unconscionable wars in Iraq and Afghanistan.

IV. Great Lakes (7 contests)

Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin

118. **Charles S. Ross.** Prof. English and comparative lit., Purdue Univ., West Lafayette.

PhD, Univ. of Chicago; JD, Indiana Univ., Indianapolis. Fulbright-Hays Scholar (Florence, Italy), 1975–76; Romansk Inst. travel grant, 1986; Amer. Philosophical Soc. travel and research grant, 1989; NEH travel grant, 1990; Istituto Italiano di Cultura travel grant, 1990; British Inst. travel grant, 1991; Fondazione Giovanni Agnelli grant, 1993; Comitato Scientifico di Scandiano travel grant, 1994. Coord., Romance and Epic Seminar, Newberry Library, 1997–. Ed. boards: *Modern Fiction Studies*, 1979–; *Comparative Literature and Culture*, 2004–.

Publications include *Vladimir Nabokov: Life, Work, and Criticism* (1985), *The Custom of the Castle: From Malory to Macbeth* (1997), *Elizabethan Literature and the Law of Fraudulent Conveyance: Sidney, Spenser, and Shakespeare* (2003); coed., *Inferno: A Canto-by-Canto Commentary* (1998), *Fortune and Romance: Boiardo in America* (1994), *Purgatorio: A Canto-by-Canto Commentary* (2008); trans., Matteo Maria Boiardo, *Orlando Innamorato* (1989; rev. ed., 2004), Publius Papinius Statius, *The Thebaid: Seven against Thebes* (2004); contrib., *The Court of Ferrara and Its Patronage* (1990), *Milton and Italy: Contexts, Images, Contradictions* (1991), *The Spenser Encyclopedia* (1991), *The Encyclopedia of the Renaissance* (1999), *Shakespeare and the Law* (2007); articles in *Prose Studies*, *CLCWeb: Comparative Literature and Culture*, *Two Lines: A Journal of Translation*, *Renaissance Drama*, *Chaucer Yearbook*, *Philological Quarterly*, *Indiana International and Comparative Law Review*, *Legal Studies Forum*, *Italica*, *Annali d'italianistica*, *Humor*, *Renaissance Papers*, *Italian Quarterly*, *Nabokovian*, *Modern Language Notes*, *Milton Quarterly*, *JGE: The Journal of General Education*, *Modern Philology*, *Modern Fiction Studies*.

Statement

After moving through a phase where my main interest was law and literature, since 2002 I have been the chair of the Comparative Literature Program at Purdue University, where my main pedagogical task has been the translation of Western literature courses into world literature courses. To my foreign-language interests (mainly Italian and Latin, but also French and German) is now added Chinese, in which I am making slow progress. English is now a required subject in China. The addition of something on the order of

a billion new English speakers forces us to think about the relation of literary studies to English as a second language as well as the developing field of rhetoric and composition. The point of a comparative literature program is not only to promote the study of a second language but also, in an era of scholarly specialization, to allow teachers of languages to widen their scope beyond their subjects. I encourage professors in various languages and fields, including English, writing, cultural studies, and theory, to use their language skills and interests to revitalize traditional surveys of literature. We all feel administrative pressures to engage rather than read, to volunteer rather than pursue scholarship. It is the function of the MLA to argue for balance, for private development as well as public service.

119. **John L. Schilb.** Prof. English and Culbertson Ch. of Writing, Indiana Univ., Bloomington.

PhD, Binghamton Univ., State Univ. of New York. Cowinner, Nancy Dasher Award, CEA of Ohio, 1994; Certificate of Teaching Excellence, Univ. of Maryland, College Park, 1995; honorable mention (for *Between the Lines*), W. Ross Winterowd Award, *JAC*, 1996; Mina P. Shaughnessy Prize (for *Rhetorical Refusals*), 2008. Outstanding Dissertation Award Comm., CCCC, 1990–94 (ch., 1992–93). MLA activities: exec. comm., Div. on Teaching as a Profession, 1992–96; Delegate Assembly, 1996–98; Program Comm., 2008–11. Ed., *College English*, 2005–; general ed., Series in Composition and Rhetoric, Peter Lang Publishing, 1991–98. Ed. boards: *Pre/Text*, 1988–; *Reader*, 1993–; *Works and Days*, 1995–; *Rhetoric Review*, 1995–; Studies in Writing and Rhetoric, CCCC, 1996–99; *College English*, 1998–2005.

Publications include *Between the Lines: Relating Composition Theory and Literary Theory* (1996), *Rhetorical Refusals: Defying Audiences' Expectations* (2007); coed., *Contending with Words: Composition and Rhetoric in a Postmodern Age* (1991), *Constellations: A Contextual Reader for Writers* (1992; 2nd ed., 1995), *Writing Theory and Critical Theory* (1994), *Making Literature Matter: An Anthology for Readers and Writers* (1999; 2nd ed., 2002; 3rd ed., 2005; 4th ed., 2008); contrib., *New Visions of Collaborative Writing* (1991), *Practicing Theory in Introductory College Literature Courses* (1991), *Pedagogy Is Politics* (1992), *Pre/Text: The First Decade* (1993), *Teaching the Conflicts* (1994), *Writing Histories of Rhetoric* (1994), *Academic Advancement in Composition Studies* (1996), *Post-process Composition Theory* (1999), *Rhetorical Bodies* (1999), *The Writing Program Administrator's Resource* (2002), *Disciplining English* (2002); articles in *College Composition and Communication*, *JAC: The Journal of Advanced Composition*, *Rhetoric Review*, *Pre/Text: A Journal of Rhetorical Theory*, *Reader*, *Women's Studies Quarterly*, *Change*.

Statement

If I am elected to the Delegate Assembly, my top priorities will be to promote fair labor conditions, especially for contingent faculty members; to sustain academic freedom; to advocate for the humanities in an increasingly corporate academy; to help our profession work productively with new technologies and literacies; and to address the current crisis in scholarly publishing.



120. **E. Nicole Meyer.** Prof. French, humanistic studies, and women's studies, Univ. of Wisconsin, Green Bay.

PhD, Univ. of Pennsylvania. DAAD summer seminar fellowship, 1989; French govt.–ACTFL scholarship, summer 1991; participant, AATF summer seminar, 1994; honorary fellow, Women's Studies Research Center, Univ. of Wisconsin, Madison, 2001–02. Undergrad. Initiative Award, Univ. of Wisconsin, Green Bay (UWGB), 1998; Teaching at Its Best Award, UWGB, spring 1998; Faculty Award for Excellence in Scholarship, UWGB Founders Assn., 1999; Wisconsin Teaching Scholar, Univ. of Wisconsin System, 2004–05; Wisconsin Teaching Scholar II, UWGB, 2005–06; Creative Approaches to Teaching Award, UWGB, fall 2004; Outstanding Higher Educ. Representative, Wisconsin Assn. for Talented and Gifted, 2008. Fulbright Screening Comm., 2008–. French Placement Test Comm., Univ. of Wisconsin System, 2006–; Gifted and Talented Self-Study Comm., Green Bay Area Public Schools, 2009–. Board of directors, Beacon House, 2003–06 (sec.), 2008– (advisory board). Regional representative (1994–97, 1997–2000) and program comm. (2006), Women in French; exec. comm., MMLA, 2003–05; Foreign Lang. in Elementary Schools Commission, AATF, 2006–; cohost, Concours oral, Wisconsin chapter, AATF, 2009. Ed. boards: *Women in French Studies*, 1996–98; *Journal of the Midwest Modern Language Association*, 2003–05.

Publications include: contrib., *Making Business Work: Models, Materials, Methodologies* (1997), *Corps/Décor: Métaphores, parodies, orgies* (1999), *The Feminist Encyclopedia of French Literature* (1999), *A Gustave Flaubert Encyclopedia* (2001), *Modern French Literary Studies in the Classroom: Pedagogical Strategies* (2004), *New Trends in FLES: Innovative Perspectives* (2007); introd., Nathalie Sarraute, *Here* (1997), René Descartes, *Discourse on Method* (2004); articles in *IDC Newsletter*, *Journal of the Midwest Modern Language Association*, *Women in French Studies*, *Nineteenth-Century French Studies*, *Foreign Language Annals*, *Nottingham French Studies*, *French Literature Series*.

Statement

I am honored to be nominated to serve as a regional delegate. Our profession faces a number of significant challenges, and I am committed to participating fully in the Delegate Assembly's crucial shared voice in responding to them. The MLA plays a pivotal role in advocating for our profession through the creation and support of programs that address our research, our teaching, and our work conditions. Members can be proud of the MLA's many achievements. I look forward to helping make recommendations on creating educationally sound and balanced working conditions for all of us, whether we are tenured, tenure-track, or non-tenure-track faculty members, so that all are fairly respected and receive appropriate salaries, benefits, working conditions, and support. Educators at four-year, two-year, and doctoral institutions, whether state or privately funded, face staffing cuts, larger classes, increased workloads, and stagnant or even reduced paychecks. As state and other budgets collapse, we must ensure that our fields do not crumble with them. We must strongly advocate for public support of both our scholarship and our teaching.

I look forward to serving in the MLA Delegate Assembly; my own commitment and individual contributions to the issues that face us will complement those of the assembly as we work together to maintain that which is good about our profession and address the financial and other challenges that have negatively impacted MLA members. While discussion is important, developing strategies for action remains crucial to our success.

121. **Dianna C. Niebylski.** Prof. Latin Amer. and comparative lit., Univ. of Illinois, Chicago.

PhD, Brandeis Univ. Ch., Dept. of Previous appointments: Univ. of Kentucky, 1999–2005; Earlham Coll., 1986–98. Visiting appointment: Univ. of Chicago, 1998–99. NEH-ACLS research grant, 1997–98. Pres., MMLA, 2001–02; sec.-treasurer, Asociación Internacional de Literatura Femenina Hispana, 2001–03. Book review ed., *Letras femeninas*, 2009–12; ed. board, *Arizona Journal of Hispanic Cultural Studies*.

Publications include *The Poem on the Edge of the Word: The Limits of Language and the Uses of Silence in the Poetry of Mallarmé, Rilke, and Vallejo* (1993), *Humoring Resistance: Laughter and the Excessive Body in Contemporary Latin American Women's Fiction* (2004); ed., Rosario Ferré, *Maldito amor y otros cuentos* (2006); guest ed., *Journal of the Midwest Modern Language Association* (Spring 2002); contrib., *Mujeres: Voces y escrituras* (1995), *Estudios de literatura chilena e hispanoamericana contemporánea* (1996), *The Other Mirror: Women's Narrative in Mexico, 1980–1995* (1996), *Performing Gender and Comedy* (1998), *Femenino plural: La locura, la enfermedad, el cuerpo en las escritoras hispanoamericanas* (2000), *Sujeto femenino y palabra poética: Estudios críticos de la poesía de Juana de Castro* (2002), *Literature and Film: A Guide to the Theory and Practice of Film Adaptation* (2005), *Dale no más, dale que va: Autores argentinos contemporáneos* (2005), *El salto de Minerva: Intelectuales, género y estado en América Latina* (2006); articles in *Revista iberoamericana*, *Revista de estudios hispánicos*, *La torre*, *Journal of the Midwest Modern Language Association*, *Hispanic Poetry Review*, *Letras femeninas*, *Revista canadiense de estudios hispánicos*, *Revista chilena de literatura*, *Alba de América*, *Estudios filológicos*, *Vericuetos: Revue littéraire bilingüe*.

Statement

I would like to propose a forum for discussing furloughs and other potential areas of immediate concern related to the present economic crisis and its effect on academic institutions. If consulted and prepared, faculty members might be able to come up with workable alternative solutions. At this time we appear to have no voice in how such policies are to be implemented.

A second area of concern relates to the push to merge and collapse departments of modern languages, often with other programs (such as TESOL or ESL). A forum is needed for discussing areas of

concern and ways to protect individual programs as they face the prospect of integration into bigger academic units. Both larger and smaller departments might benefit from having joint discussions both of how to preserve the identity of individual programs and of how these combined emerging programs or departments might best utilize existing resources.

Yet a third area of concern relates to healthy practices for preparing graduates for the current job market. With fewer and fewer tenure-track jobs available at present and the prospect of future reductions, departments of modern languages with graduate programs need to engage in serious discussions of how to make graduates more marketable in the current crisis. Discussion might touch on curricular changes as well as a second area of expertise (or certificates in programs that are likely to make candidates more attractive to two- and four-year colleges).



122. **Mary Jean Corbett.** John W. Steube Prof. of English, Miami Univ., Oxford.

PhD, Stanford Univ. Pres., Interdisciplinary Nineteenth-Century Studies Assn., 2001–03. MLA activities: exec. comm., Div. on Autobiography, Biography, and Life Writing, 2002–06; Delegate Assembly, 2005–07.

Publications include *Representing Femininity: Middle-Class Subjectivity in Victorian and Edwardian Women's Autobiographies* (1992), *Allegories of Union in Irish and English Writing, 1790–1870: Politics, History, and the Family from Edgeworth to Arnold* (2000), *Family Likeness: Sex, Marriage, and Incest from Jane Austen to Virginia Woolf* (2008); contrib., *The Other Mary Shelley* (1993), *The Cambridge Companion to Victorian and Edwardian Drama* (2003), *Victorian Animal Dreams* (2007), *Other Mothers: Beyond the Maternal Ideal* (2008), *The Politics of Gender in Trollope: New Readings for the Twenty-First Century* (2009); articles in *Victorian Literature and Culture*, *Tulsa Studies in Women's Literature*, *WPA: Writing Program Administration*, *Nineteenth-Century Literature*, *Biography*, *Eighteenth-Century Life*, *ELH*, *Criticism*, *Women's Studies*.

123. **Karma Lochrie.** Ruth N. Halls Prof. of English, Indiana Univ., Bloomington.

PhD, Princeton Univ. Ch., Dept. of Gender Studies, Indiana Univ., Bloomington. Visiting appointment: Holmes Visiting Professorship, Univ. of Kansas, 2007. NEH summer stipend, 1990; ACLS fellowship, 2008–09. MLA activities: exec. comm., Div. on Middle English Lang. and Lit., Excluding Chaucer, 2004–08. Ed. boards: *Gender and the Middle Ages*, Boydell and Brewer, 2001–; *Babel: A New Journal in Medieval Cultural Studies*, 2009; *Exemplaria: A Journal of Theory in Medieval and Renaissance Studies*, 2009.

Publications include *Margery Kempe and Translations of the Flesh* (1991), *Covert Operations: The Medieval Uses of Secrecy* (1999), *Heterosyncrasies: Female Sexuality When Normal Wasn't* (2005); coed., *Constructing Medieval Sexuality* (1997); guest coed., *Journal of Medieval and Early Modern Studies* (Fall 2006); contrib., *Speaking Two Languages* (1991), *Class and Gender in Early English Literature: Intersections* (1994), *Premodern Sexualities* (1996), *The Book of Margery Kempe* (2000), *Queering the Middle Ages* (2001), *The Cambridge Companion to Medieval Women's Writing* (2003), *Feminist Theory and Criticism: A Norton Reader* (2007); articles in *PMLA*, *GLQ: A Journal of Lesbian and Gay Studies*, *Textual Practice*, *Journal of Medieval and Early Modern Studies*, *Exemplaria*.



124. **Anna W. Stenport.** Asst. prof. Scandinavian studies, Univ. of Illinois, Urbana.

PhD, Univ. of California, Berkeley. Dir., Scandinavian Prog., Dept. of Germanic Langs. and Lits., Univ. of Illinois, Urbana, 2006–. Rotary Intl. Foundation Ambassadorial Fellowship, 1996–97; Sweden-America Foundation fellowship, 1999–2000; research scholarship, Swedish Women's Educational Assn. Intl. (San Francisco chapter), 2001; Helge Ax:son Johnson Foundation grant, 2008; Åke Wiberg Foundation grant, 2009; Amer.-Scandinavian Foundation fellowship, 2009. Outstanding Grad. Student Instructor Award, Univ. of California, Berkeley, 2004; List of Teachers Ranked as Excellent, Univ. of Illinois, spring

2006, spring 2007. Exec. Council, Soc. for the Advancement of Scandinavian Study, 2009–13; German Studies Assn.; Soc. for Cinema and Media Studies; ACLA; Council of European Studies; Amer. Soc for Theatre Research. MLA activities: exec. comm., Discussion Group on Scandinavian Langs. and Lits., 2008–Jan. 2013.

Publications include: coed.and contrib., *Det gäckande könet: Strindberg och genusteori* [*The Elusive Gender: Strindberg and Gender Theory*] (2006); contrib., *Gender and Modernity in Twentieth-Century Scandinavia* (2004), *Strindbergiana* (2004); articles in *Comparative Literature*, *Studies in the Literary Imagination*, *Scandinavian Studies*, *Tijdschrift voor Skandinavistiek*, *Scandinavica*, *Edda*.

Statement

As a member of the Delegate Assembly, I want to contribute to the MLA’s overall mission by focusing on three topics. First, we should advocate for less commonly taught languages whose basis in United States institutions has been severely retrenched over the last few years. Second, we should advocate for women and minorities in the profession particularly in terms of tenure, promotion, and access to continuing contracts rather than to restrictive adjunct or lectureship positions. Third, we should work toward sustainable and intellectually sound practices for gaining external funding that can support the institutional base of the humanities and the teaching of and research in modern languages. This point has become especially critical for both state and private institutions in the last year, given diminished endowments and reduced state support. I believe the MLA can and should play an even stronger part in lobbying public and private interests to expand funding bases. The Delegate Assembly provides a significant vehicle to attain these goals.

125. Johannes Türk. Asst. prof. Germanic studies, Indiana Univ., Bloomington.

PhD, Freie Universität Berlin. Participant, Studienstiftung des Deutschen Volkes summer academy, 1999, 2001; course stipend, Institut für Italianistik, spring 2000; Studienstiftung des Deutschen Volkes scholarship (Yale Univ.), 2002–03; summer fellowship, Center for West European Studies, 2008. Trustees’ Teaching Award, Indiana Univ., 2009. German Studies Assn., ACLA.

Publications include: guest coed., *Germanic Review* (Spring 2007); contrib., *Performance and Performativity in German Cultural Studies* (2003), *Engineering Life. Narrationen vom Menschen in Biomedizin, Kultur und Literatur* (2008); articles in *Deutsche Vierteljahrsschrift für Literaturwissenschaft und Geistesgeschichte*, *Soziale Systeme*, *Telos*, *Germanic Review*, *Poetica*.

Statement

It is an honor for me to be nominated for the MLA Delegate Assembly. As the largest professional organization in the humanities, I see the MLA confronted with two major challenges: reclaiming the ground the humanities as a field and as a profession have lost to science and business departments and providing the structural support the profession needs in a time when short-term positions are threatening to destabilize intellectual biographies and the coherence of academic endeavors. Widely held assumptions notwithstanding, the humanities are less redundant and more productive in their work than the sciences if we take human life and the growing service sector of the economy as a measure. A time of unprecedented economic and normative crisis seems to be the moment at which we are challenged but also privileged to contribute to the emerging new social order, a moment when the humanities as guardians of uncompromised and open experiential and linguistic knowledge can play a more important role. If elected as a delegate from the Great Lakes region, my priority would be to represent the diverse interests of its institutions and to work against the compartmentalization of universities, regions, and national research traditions. I hope that my experience in different institutions inside and outside the United States as well as my work at the threshold of the sciences and the humanities will enable me to contribute to the profession I am privileged to serve.



126. Daylanne K. English. Assoc. prof. English, Macalester Coll.

PhD, Univ. of Virginia. Ch., Dept. of English, Macalester Coll. NEH dissertation grant, 1995–96. Norman Foerster Prize (for best essay in *American Literature*), Amer. Lit. Section, 2000; *Choice*

Outstanding Academic Title (for *Unnatural Selections*), 2004. MLA activities: exec. comm., Div. on Black Amer. Lit. and Culture, 2007–Jan. 2012.

Publications include *Unnatural Selections: Eugenics in American Modernism and the Harlem Renaissance* (2004); contrib., Gertrude Stein, *Three Lives and Q.E.D.* (Norton, 2005); articles in *African American Review*, *American Literary History*, *American Literature*, *Critical Inquiry*, *Literature and Medicine*, *Novel*.

Statement

As a tenured faculty member and chair of an English department at a small private liberal arts college, I am committed to helping the MLA investigate and address those matters that broadly affect the study and teaching of English and other modern languages. These matters include fair and transparent tenure review practices and policies; reasonable measures of scholarly productivity in the face of shrinking numbers of publication opportunities and venues; recognition and reward of teaching and service; enhancement of the professional lives of mid-career faculty members; inviting and valuing late-career faculty contributions; humane and consistent hiring practices; the future of the less-taught languages; the plight of un- and underemployed PhDs in the humanities; and the achievement of diversity among faculty members, students, staff members, and curricula. I am interested, as well, in the special role that small liberal arts colleges can play within the MLA and the profession as a whole, as institutions that hold the humanities to be central and that may be in a good position to model a healthy blend of teaching and scholarship. My English-specific interests include supporting English departments in their adaptation to emergent informational and aesthetic technologies and to ever-increasing interdisciplinarity and transnationalism within the field. Finally, having also been a faculty member at one of the oldest historically black universities in the nation, I have a particular interest in the present and future well-being of historically black institutions of higher learning.

127. **Jesse E. Matz.** Assoc. prof. English, Kenyon Coll.

PhD, Yale Univ. NEH dissertation fellowship, 1995–96; Barbara Thom Postdoctoral Fellowship, Huntington Library, 1999–2000; Whiting Summer Research Fellowship, 2003. Roslyn Abramson Prize for Excellence in Teaching, Harvard Univ., 1999. MLA activities: exec. comm., Div. on Late-19th- and Early-20th-Century English Lit., 2009–Jan. 2014.

Publications include *Literary Impressionism and Modernist Aesthetics* (2001), *The Modern Novel: A Short Introduction* (2004); contrib., *Functions of Victorian Culture at the Present Time* (2002), *The Mind of Modernism: Medicine, Psychology, and the Cultural Arts in Europe and America, 1880–1940* (2004), *Bad Modernisms* (2006), *A Companion to Modernist Literature and Culture* (2006), *T. E. Hulme and the Question of Modernism* (2006); articles in *Modernism/Modernity*, *Modern Language Quarterly*, *Journal of Modern Literature*, *Style*, *James Joyce Quarterly*, *Pilgrimages: A Journal of Dorothy Richardson Studies*.

Statement

In an economic environment that has brought the job market from bad to worse, in cultural environments that keep presenting new challenges to literary study, the MLA's work is crucial. I am eager to help with that work as a regional delegate. I am particularly eager to address the concerns of those who teach in small colleges, given my institutional affiliation, but these concerns are also general: among others, how to do ambitious work with limited resources, how to achieve diversity, how to advocate persuasively for the liberal arts. And how to make sure the MLA really hears the concerns of all of us—a delegate's main responsibility, and one I would be honored to take on.



128. **Tracy Evans.** Grad. student French, Univ. of Minnesota, Twin Cities.

MA, Univ. of Kansas. Institutional service: grad. representative, Dept. of French and Italian, Univ. of Kansas, 2004–05; coch., annual symposium grant writing comm., Univ. of Minnesota Assn. of Grad. Students in Romance Studies, 2009. Summer fellowship, Grad. Research Partnership Prog., Univ. of Minnesota, 2009. ASECS. Conference presentation: Annual Grad. Symposium in Romance Studies, Univ. of Minnesota, Mar. 2009.

Statement

As a graduate student, my professional concerns span those of being a student, scholar, and teacher. Students at large research institutions face a growing concern of managing studies in conjunction with work. Many graduate students work as teaching or research assistants for most of their graduate careers. Over the past five years, it seems the workload for teaching assistants has increased, perhaps to the detriment of their studies. Furthermore, teaching assistants often work for a minimal salary, which increases the pressure to provide for their families and themselves. Quite often they are required either to take out student loans or to find outside jobs. Through the MLA we can address this issue by finding new and innovative methods to achieve a more successful balance of teaching responsibilities and graduate studies.

In this gloomy economy we face an ever-shrinking tenure-track job market. The ramifications of this year's job losses will persist if these positions are cut permanently. The Modern Language Association is the ideal forum for addressing issues related to the difficulty of entering the job market. I also believe in the need to develop more productive ways for graduate students to seek grants. Earning a grant allows us to devote our time to our research, to develop relationships with our professors, and to prepare to be successful professors. Reaching this goal may involve organizing sessions at the MLA conference on creative job search methods and alternative careers in teaching and establishing grant writing workshops.

129. **Sandra Simmons.** Grad. student French, Univ. of Wisconsin, Madison.

MA, Univ. of North Texas. Institutional service (Univ. of Wisconsin, Madison): symposium coch., Grad. Assn. of French and Italian Students (GAFIS), 2005–06; Lectures Comm., Dept. of French and Italian, 2008–09. Teaching fellowship, Université François-Rabelais (Tours, France), 2001–02. Alfred Glauser Prize, Dept. of French and Italian, Univ. of Wisconsin, Madison, 2005. Association des Amis de Pontigny-Cerisy. Conference presentations: Colloque de Cerisy-la-Salle, 2005, 2006, 2007, 2009; GAFIS Symposium, Univ. of Wisconsin, Madison, 2007, 2009.

Publications include article in *Formules: Revue des littératures à contraintes*.

Statement

My service to this organization will be to listen to the concerns and goals of the members in the Great Lakes region and to communicate with the larger assembly. My own passion for poetry, language, and francophony resonates with an ethics of diversity, community, and interdisciplinarity. As essential as the humanities are to global—and local—harmony, it seems that in times of depression, some would question the importance of our role in society. As a delegate, I would also strive to keep alive the flame of the *human* as we engage with each other, advocating for the humanities and modern languages on any front where empathy, understanding, and cooperation are threatened.

130. **Josh Lambert.** Grad. student English, Univ. of Michigan, Ann Arbor.

MA, Univ. of Michigan, Ann Arbor. Institutional service (Univ. of Michigan, Ann Arbor): coord., Amer. Jewish studies faculty–grad. student reading group, 2007–08. MacDowell Colony residency, Mar. 2004. Hopwood Award (novel category), Univ. of Michigan, 2005; Student Writing Award (2nd place), Soc. for Cinema and Media Studies, 2007; essay award, Domitor: Inst. Assn. for the Study of Early Cinema, 2007; Marshall Weinberg Prize for Excellence in Judaic Studies, Univ. of Michigan, 2008; Sophie Bookhalter Fellow in Jewish Culture, Center for Jewish History, 2008–09; Mark Uveleer Special Dissertation Scholarship, Memorial Foundation for Jewish Culture, 2009. Conference presentations: Amer. Lit. Assn., 2005; Comics as a Nexus of Culture (Germany), May 2007; MLA, 2007.

Publications include *American Jewish Fiction: A JPS Guide* (2009); contrib., *The Jewish Graphic Novel: Critical Approaches* (2008); article in *Cinema Journal*.

Statement

As a member of the MLA Delegate Assembly, I would advocate for the rights of graduate students, junior faculty members, and adjunct faculty members and represent the concerns of my colleagues at the diverse academic institutions in the Great Lakes region. My priority would be to promote clearer, more

equitable, and more transparent processes of publication, evaluation, hiring, and compensation. The mystification that surrounds so many aspects of the profession not only causes much anguish to its most vulnerable members but also fosters mistrust toward humanities scholarship in our communities and in the culture. It would be my goal to advance clearer, more forthright, and more efficient processes and means of communication within the profession that would reflect the intelligence, engagement, and ethics that characterize the MLA's membership at its best. In short, while complexity and even obscurity may at times be necessary in the discourse of our scholarship and publications, they should never be accepted in our professional procedures or protocols.

131. **Kevin Piper.** Grad. student English, Univ. of Wisconsin, Madison.

MA, Univ. of Wisconsin, Madison. Institutional service (Univ. of Wisconsin, Madison): conference organizer, First Annual English Dept. Grad. Student Assn. (GSA) Conference, 2005; ch., English Dept. GSA, 2005–06; ch., Modernisms/Modernities Colloquium, Dept. of English, 2006–08; summer inst. participant, Teaching Acad., 2009. Alternate, FLAS fellowship, Center for European Studies, 2003. Future Faculty Partner Award, Teaching Acad., Univ. of Wisconsin, Madison, Apr. 2008; Leon Edel Prize (for best essay on Henry James by a beginning scholar), *Henry James Review*, Jan. 2008. Modernist Studies Assn. (MSA), Intl. Soc. for the Study of Narrative (ISSN), MMLA. Conference presentations: Midwestern Conference on Literature, Language, and Media (Northern Illinois Univ.), 2004; ISSN, 2005; MMLA, 2005; International Conference on Virginia Woolf (Lewis and Clark Coll.), 2004; MSA, 2006, 2007.

Publications include article in *Henry James Review*.

Statement

As a delegate to the MLA on behalf of graduate students in the Midwest, I would be committed to improving the health of the job market. One of my major concerns involves the diversification of hiring requirements. In addition to publishing, many graduate students show their commitment to literature and language studies by engaging broadly in useful projects such as the creation of wikis, community literacy programs, service to writing centers, and other forms of electronic or collaborative production. I personally have generated new course designs with faculty members from multiple departments, established a research colloquium on literary modernism, and overseen the expansion of a once department-sized graduate conference into a nationwide event. My primary aim as a representative of graduate students in the Midwest would be to push for recognition of such alternative forms of scholarly effort when decisions about hiring and tenure are made. A reevaluation of these early contributions to departments, universities, and the public as a whole will help answer the question that presently dominates discussions about our field: What can literature and language studies add to a modern economy that seems to be moving in a new technological and practical direction? My broad view of graduate-level work stems from the belief that modern language studies specializes in the development and teaching of transferable skills—such as interpretation, communication, and innovation—vital to the success of professions that contribute more directly to social and economic growth.

V. South (7 contests)

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

132. **Suzette D. Acevedo-Loubriel.** Assoc. prof. Spanish, Univ. of Puerto Rico, Cayey.

PhD, Univ. of Wisconsin, Madison. NEH summer seminar fellowship, 2003. Reader, AP Spanish exam, Coll. Board, 2006, 2007, 2008, 2009; certified reviewer, Advanced Placement Course Audit, Educational Policy Improvement Center and Coll. Board, 2007–08. Twentieth Century Spanish Assn. of America, Asociación Internacional de Literatura Femenina Hispánica, Asociación Internacional de Galdosistas. Ed. boards (Univ. of Puerto Rico, Cayey): *Identidades: Revista interdisciplinaria de estudios de las mujeres y el género*, 2002–06; *Kalós*, 2006–.

Publications include articles in *Romance Languages Annual*, *Revista Cayey*, *Cuadernos de trabajo de la Biblioteca Víctor M. Pons Gil*, *Escritura y comunicación*, *Guía del maestro*, *Cuaderno de ortografía*, *Cuadernos de ALDEEU*, *Identidades*.

Statement

One of my goals as a regional delegate is to serve as a liaison between the MLA and higher education professionals in Puerto Rico. As such, I can provide information on circumstances related to the profession in the island, specifically the number of tenure-track faculty positions, the working conditions of adjunct professors, and the challenges faced in the study of languages and literatures in our universities.

133. Carmen A. López-Álvarez. Prof. Spanish, Univ. of Puerto Rico, Ponce.

PhD, Penn State Univ. Burton Blatt Fellowship, Syracuse Univ., 2006–07. Ed. coord., *Estreno: Cuadernos del teatro español contemporáneo*, 1993–95.

Publications include: ed., Wilfredo Ortiz and Esteban Hernández, *Precálculo* (2003).

Statement

I have been a member of the MLA since 2000. The MLA opened many doors for me and led me to the field that now I am passionate about: disability studies. Although my specialization is Spanish American literature, I have combined both areas in my classroom, in my committee work, and in my advocacy tasks. During my sabbatical leave (2006–07), I completed a professional certificate in disability studies at Syracuse University that has provided me with great opportunities both personally and professionally.

The MLA should keep promoting diversity in every possible way (e.g., race, language, ability) through its different interest groups and interdisciplinary publications. These efforts will encourage its members to explore new fields (like I did) that will give them a deeper understanding of what is going on in our universities and in the world. This experience will be extremely helpful in order to develop better professionals and human beings.



134. Will Brantley. Prof. English, Middle Tennessee State Univ.

PhD, Univ. of Wisconsin, Madison. Eudora Welty Award, Mississippi Univ. for Women, 1992; Outstanding Honors Faculty Award, Middle Tennessee State Univ., 2004–05. Cofounder, Carson McCullers Soc.

Publications include *Feminine Sense in Southern Memoir: Smith, Glasgow, Welty, Hellman, Porter, and Hurston* (1993); ed., *Conversations with Pauline Kael* (1996); contrib., *Evelyn Scott: Recovering a Lost Modernist* (2001), *The History of Southern Women's Literature* (2002), *A Companion to the Literature and Culture of the American South* (2004), *Reflections in a Critical Eye: Essays on Carson McCullers* (2008), *The New Encyclopedia of Southern Culture*, vol. 13 (2009); articles in *Colby Quarterly*, *Contemporary Literature*, *Essays in Literature*, *Georgia Historical Quarterly*, *Mississippi Quarterly*, *New Orleans Review*, *Southern Literary Journal*, *Southern Quarterly*.

Statement

Since 1992 I have taught at a large state university where, sadly, most of my colleagues have chosen not to retain their MLA membership largely because they feel that the association is not crucially connected to the routine of their daily teaching and scholarly lives. As a regional delegate I would value the opportunity to observe the inner workings of the organization and to explore what might be done to make it seem more immediately relevant. I have always valued the MLA for its public advocacy. I will do whatever I can to enhance this role and to support the organization in its ongoing efforts to define sensible teaching loads, fair compensation, reasonable scholarly expectations, and so on. I will also encourage the association to sharpen its focus on shared governance and labor rights. In an age marked by academic retrenchment, nothing seems more important than working to halt the decline of tenured and tenure-track positions while we simultaneously work to protect the interests and livelihoods of those who find themselves stranded on the margins of the profession.

135. Stephen E. Tabachnick. Prof. English, Univ. of Memphis.

PhD, Univ. of Connecticut, Storrs. Ch., Dept. of English, Univ. of Memphis, 2000–08. Previous appointments: Univ. of Oklahoma, 1990–2000; Tennessee Technological Univ., 1985–90; Ben-Gurion Univ. of the Negev, 1971–85. Visiting appointments: San Diego State Univ., 1978–79; Univ. of California, Los Angeles, 1984–85.

Publications include *T. E. Lawrence* (1978; rev. ed., 1997), *Charles Doughty* (1981), *Fiercer than Tigers: The Life and Works of Rex Warner* (2002), *Lawrence of Arabia: An Encyclopedia* (2004); coau., *Harold Pinter* (1973), *Images of Lawrence* (1988); ed., *The T. E. Lawrence Puzzle* (1984), *Explorations in Doughty's Arabia Deserta* (1987), *Teaching the Graphic Novel* (2009); contrib., *Dictionary of Literary Biography*, vol. 174 (1997), vol. 299 (2004), *New Dictionary of National Biography* (2004), *The Encyclopedia of American Jewish History* (2007), *The Literary Encyclopedia* (2008); articles in *Explicator*, *Journal of the T. E. Lawrence Society*, *World Literature Today*, *Shofar*, *Readerly/Writerly Texts*, *Biblical Archaeology Review*, *Biography*, *Word and Image*, *Contention*, *Hartford Studies in Literature*, *College English*, *Journal of Altered States of Consciousness*, *English Literature in Transition, 1880–1920*, *Pre-Raphaelite Review*, *Studies in the Twentieth Century*, *American Literature*, *Jewish Quarterly*.

Statement

I am honored to have been nominated for the position of delegate representing the southern region. Having taught in many universities in the United States and abroad, I am profoundly convinced of the continuing importance to society of linguistic and literary study, including new areas of interest such as the graphic novel and hybrid reading practices. I greatly value the MLA's role in facilitating discourse between the newer and more traditional disciplines in our field, in setting high standards of scholarship, and in explaining the value of our contributions to society at large. I am completely committed to enhancing the conditions of study and employment of all those—tenured and tenure-track faculty members, instructors, part-time faculty members, and graduate students—who are involved in our common mission, especially during this difficult economic period. As a member of the Delegate Assembly, I would work hard to assist the MLA in bridging fields, in maintaining high standards for our discipline, and in promoting an economically healthy and intellectually vigorous national humanities presence.



136. William Hutchings. Prof. English, Univ. of Alabama, Birmingham.

PhD, Univ. of Kentucky. President's Award for Excellence in Classroom Teaching, Univ. of Alabama, Birmingham, 1996; Eugene Current-Garcia Award for Distinction in Literary Scholarship, Assn. of Coll. English Teachers of Alabama, 2003. Ed. boards: *Text and Presentation: Journal of the Comparative Drama Conference*, 1987–; Univ. of Alabama Press, 1995–98.

Publications include *The Plays of David Storey: A Thematic Study* (1988), *Samuel Beckett's Waiting for Godot: A Reference Guide* (2005); ed. and contrib., *David Storey: A Casebook* (1992); contrib., *Approaches to Teaching Beckett's Waiting for Godot* (1991), *Critical Essays on Samuel Beckett* (1993), *The Twentieth-Century Novel and English Romanticism* (1993), *British and Irish Drama since 1960* (1993), *Past Crimson, Past Woe: The Shakespeare-Beckett Connection* (1993), *British Playwrights, 1956–1995: A Research and Production Handbook* (1996), *Encyclopedia of British Humor* (1996), *Hollywood on Stage: Playwrights Evaluate the Culture Industry* (1999), *Modern Dramatists: A Casebook of Major British, Irish, and American Playwrights* (2001), *Classic Joyce* (2001), *Woody Allen: A Casebook* (2001), *Western Drama through the Ages: A Student Reference Guide* (2007); articles in *Text and Presentation*, *Journal of Beckett Studies*, *Modern Drama*, *Papers on Language and Literature*, *Modern Fiction Studies*, *Proteus: A Journal of Ideas*, *Ariel: A Journal of International English Studies*, *Twentieth Century Literature*, *Journal of Modern Literature*, *James Joyce Quarterly*.

Statement

Amid unprecedented financial constraints on all aspects of higher education and unprecedented efforts to undermine academic professionalism by those who understand and respect only corporate models

of governance and putative efficiency, the MLA and its individual members must act and argue aggressively to support and maintain the integrity of higher education in rapidly changing times. This agenda includes

- the right of all students to be instructed by fully and appropriately qualified professionals, whatever their level of experience, their expertise, and their employment status (whether they hold tenured, tenure-stream, or non-tenure-earning positions);
- the right of all professionals, including adjunct faculty members and teaching assistants, to adequate institutional support, including office space and other material support;
- the necessity of access to current and constantly updated library resources, including new books, other media, and ongoing journal subscriptions, quite apart from updated technological support systems that the university may provide.

The MLA must redouble its efforts to inform members as well as the general public about the needs of and trends in this profession. At the same time, members must reaffirm their commitments as representatives of the profession in every available venue—not only in the classroom and among ourselves but also in our communities at large, renewing our role as public intellectuals and advocates for higher education.

137. Douglas Robinson. Prof. English, Univ. of Mississippi.

PhD, Univ. of Washington, Seattle. NEH summer research grant, 1993; Fulbright senior lectureship 1999–2000 (Spain), 2005–06 (Russian Federation). *Choice* Outstanding Academic Title (for *Who Translates?*), 2001; Faculty Achievement Award for Outstanding Teaching and Scholarship, Univ. of Mississippi, fall 2008. Pres., Finnish-Amer. Translators Assn., 1992–98; Finnish-English lang. ch., Accreditation Prog., Amer. Translators Assn. (ATA), 1995–2000; ch., Prog. Accreditation Comm., ATA, 1996–98; vice pres., Amer. Translation Studies Assn, 2002–06. Ed. or advisory boards: *American Studies in Scandinavia*, 1987–88; *Routledge Encyclopedia of Translation Studies*, 1993–98; *Translator*, 1994–98; St. Jerome Press, 1994–98; *Translation and Literature*, 1994–99; *The Oxford Guide to Literature in English Translation*, 1995–99; *TIS: Translating and Interpreting Studies*, 2003–.

Publications include *American Apocalypses: The Image of the End of the World in American Literature* (1985), *The Translator's Turn* (1991), *Ring Lardner and the Other* (1992), *No Less a Man: Masculist Art in a Feminist Age* (1994), *Translation and Taboo* (1996), *Becoming a Translator: An Accelerated Course* (1997; rev. ed., 2003), *What Is Translation? Centrifugal Theories, Critical Interventions* (1997), *Translation and Empire: Postcolonial Approaches Explained* (1997), *Who Translates? Translator Subjectivities beyond Reason* (2001), *Performative Linguistics: Speaking and Translating as Doing Things with Words* (2003), *Introducing Performative Pragmatics* (textbook, 2005), *Penttinenpeijaiset* (novel, 2007), *Estrangement and the Somatics of Literature: Tolstoy, Shklovsky, Brecht* (2008); coau., *Jet Set 9* (textbook, 1982), *The Light Fantastic* (textbook, 1983), *Suomi-englanti-suomi: Sanakirja* (bilingual dictionary, 1990; rpt., 1992, 1995), *Writing as Drama* (textbook, 2007); contrib., *The Johns Hopkins Guide to Literary Theory and Criticism* (1994), *Routledge Encyclopedia of Translation Studies* (1998), *The Encyclopedia of Apocalypticism* (1998), *Rimbaud's Rainbow: Literary Translation in Higher Education* (1998), *Northern Lights: Translation in the Nordic Countries* (2008), and others; articles in *Tolstoy Studies Journal*, *TDR: The Drama Review*, *TIS: Translation and Interpreting Studies*, *ATA Chronicle*, *Modern Poetry in Translation*, *Canadian Review of Comparative Literature*, *American Literary History*, *College English*, *Dickinson Studies*, *New Literary History*, *American Quarterly*, *Southwest Review*, *Criticism*, *American Studies in Scandinavia*, *Journal of Pragmatics*, *Journal of American Culture*, *Studies in Short Fiction*, *ESQ: A Journal of the American Renaissance*, *Poe Studies*, and others.

Statement

The academic profession has changed in significant ways since many of us entered it. Teaching is no longer just a professor in a classroom with a group of students; it is increasingly an online discussion board, a *Wimba* chatroom, or a dedicated *Second Life* island, with a teacher-avatar and several student-avatars standing around typing to each other. With every passing year we become more intensely aware of the ways in which a university or college is one business among many and of how our “clients” are not only our students but the employers who may hire them after graduation. State legislatures have been starving public

universities and colleges since the 1980s; in the current economic downturn the public and legislative outcry against “bloated” institutions is beginning to threaten the very existence of state-supported higher education.

While doing the things the MLA has for many decades done so well—organizing the annual national and regional conferences; serving as an umbrella organization for divisions and special interest groups; lobbying for the study of language, literature, and writing in Washington; and so on—it needs to play a leading role in the rethinking of language, literature, and writing departments in this country along new and changing lines. What will it mean to be a professor or instructor of English, rhetoric and composition, or a modern language in 2020? What is the future of public higher education in this country? What input can we have in those changes?



138. Carol D. Harllee. Asst. prof. Spanish, James Madison Univ.

PhD, Univ. of Virginia. Junior fellow, Univ. of Virginia Soc. of Fellows, 2002–03; research grant, Comm. for Cultural Cooperation between Spain’s Ministry of Culture and United States Univs., 2003. First place (arts and humanities papers), Grad. Research Exhibition Competition, Univ. of Virginia, 2004.

Publications include: contrib., *Doscientos críticos literarios en la España del siglo XIX* (2007); articles in *Bulletin of Spanish Studies*, *eHumanista*.

Statement

I am pleased to be nominated for the Delegate Assembly and, if elected, will attempt to represent your concerns in that body. Academic institutions are in transition, and the current economic situation simply serves to exacerbate changes already in motion. I am particularly concerned about the perceived relevance and viability (or lack thereof) of the humanities within academia and the wider society. I also am interested in the shape of undergraduate majors in our institutions, particularly the balance between imparting skills and engaging students in humanistic endeavors. Finally, I note the shrinking percentage of tenured and tenure-track faculty members in institutions of higher education and consider how this affects the matters I previously mentioned. These issues affect all members but especially those of us in the earlier stages of our careers. It is my hope that together through the MLA and the Delegate Assembly we might explore creative ways to both thrive in and shape academic institutions.

139. Angelica J. Huizar. Assoc. prof. Spanish, Old Dominion Univ.

PhD, Univ. of California, Irvine. AATSP travel and research award, Jan. 2007. Special recognition, Faculty Awards and Retirement Dinner, Old Dominion Univ., May 2008. Advisory Council, Inst. for Mexicans Abroad, 2009–11; member, Virginia Latino Higher Educ. Network, Virginia Commonwealth Univ., 2007–.

Publications include *Beyond the Page: Latin American Poetry from the Calligramme to the Virtual* (2008); articles in *Revista de estudios hispánicos* (Puerto Rico), *Graffylia*, *Hispanamérica*, *CiberLetras: Revista de crítica literaria y de cultura*, *Studies in Latin American Popular Culture*, *Latin American Essays*, *Gestos*.

Statement

I seek to find ways in which the MLA can incorporate the emergence of new interdisciplinary literatures specifically produced with new digital technologies. How can we embrace these productions in research, teaching, and cultural knowledge in general? I hope to engage the MLA in discussions of how to form more divisions or groups that focus on comparative, transnational, and global studies of digital literatures. By the same token, I would work to help the MLA recognize the importance and authority of digital scholarship and publications in the profession. The MLA should engage in advocating how new technologies are transforming the field and how its constituents are changing.

On a more comprehensive scale, I would encourage discussions of the role of the MLA in advocating the value of humanistic studies to our representatives and senators in Washington. We must instill the value of language and literary studies in an increasingly globalized world.



140. **Rebecca Edwards Newman.** Asst. prof. English, Rhodes Coll.

PhD, Univ. of Cambridge. VanArsdel Prize, Research Soc. for Victorian Periodicals, 2000; Newton Trust General Award, Faculty of English, Univ. of Cambridge, 2001. Conference organizing comm., SCMLA, 2007.

Publications include articles in *Victorian Periodicals Review*, *Religion and the Arts*.

Statement

In the wake of recent economic shifts, colleges and universities face an increased number of challenges that affect their constituency, government, and future growth. As our major professional organization, the MLA offers our best opportunity for bringing together those committed to tackling these issues. I welcome the nomination as a regional delegate for the South and the opportunity to confer with others around the country on the pressing issues that affect departments in the literary humanities. As a junior member of the profession, I'm keenly aware of the scholarly expectations necessary for tenure and the demands of balancing research with teaching and professional service. The crisis of scholarly publishing, threatened further by the discontinuation of funding for university presses, requires continued pressure for economic support outside the profession and a progressive internal debate about evaluation criteria for long-term job security. I believe the MLA also has a critical role to play in pushing for equal opportunities in institutional life, from maintaining our institutional commitments to diversity and access in the faculty body to tackling the causes and consequences of the significant growth of adjunct labor. Finally, I hope the MLA will play a central role in highlighting the importance of faculty governance within the institution as a whole, with particular regard to shaping the curriculum, managing the tenure process, and restructuring core programs in the face of increased administrative direction.

141. **Susan Giesemann North.** Asst. prof. English, Univ. of Tennessee, Chattanooga.

PhD, Univ. of Tennessee.

Publications include: coed., *Literary Culture: Reading and Writing Literary Arguments* (2000); contrib., *Rhetoric, the Polis, and the Global Village* (1999).

Statement

This is a challenging and critical time for the humanities and liberal arts. Rising tuition costs, a precarious economy, calls for three-year baccalaureate degrees, and a widespread belief that science and technology are the answers to our human problems will only exacerbate pressures that we have experienced for some time. The decimation of the ranks of tenured faculty members in favor of underpaid and overworked contingent faculty members will likely continue. General education requirements may well be sacrificed if higher education adopts a vocational rather than a liberal arts model. The role of the Modern Language Association must be to make the case that our work as teachers of language, literature, and rhetoric is both necessary and valuable in these challenging times. I look forward to being part of the effort.



142. **John C. Charles.** Asst. prof. English, North Carolina State Univ.

PhD, Univ. of Virginia. Book review ed., *Obsidian III: Literature in the African Diaspora*, 2007–.

Publications include: contrib., *African American Literature beyond Race: An Alternative Reader* (2006), *New Voices on the Harlem Renaissance: Essays on Race, Gender, and Literary Discourse* (2006), *Revising the Blueprint: Ann Petry and the Literary Left* (2007); article in *Mississippi Quarterly*; review in *Twentieth Century Literature*.

Statement

As a first generation college student and scholar of African American literature and culture, I am attuned to questions of equality, open access, diversity, and intellectual freedom in higher education. I want to preserve the profession as a place for a multiplicity of voices, however dissonant. To this end, I will strongly support the MLA's commitment to protecting academic freedom, particularly for contingent faculty members who are at greater risk for reprisals for exercising free speech. I am also concerned about the

effects that the current economic climate and shifts toward corporatization are having on the working conditions of contingent faculty members and graduate students in the South and elsewhere. The MLA must intensify its efforts to ensure fair pay and job security for both of these groups. This action is crucial not only for the current generation but for future generations of scholars as well, particularly those from economically disadvantaged backgrounds who already face significant obstacles to entering the academy. Because higher education is so vulnerable to legislative budget cuts, I would also support the MLA redoubling its advocacy efforts; we must build bridges with constituencies ranging from the general public to university administrators to state and federal legislators, clarifying the vital cultural and social value of our pedagogical and intellectual work.

I would consider it a privilege to represent the South as a member of the Delegate Assembly.

143. **Willis L. Templeton.** Asst. prof. English, North Carolina Wesleyan Coll.

PhD, Univ. of North Carolina, Greensboro. Grad. Student Essay Award, Dept. of English, Univ. of North Carolina, Greensboro, 2000.

Publications include article in *Medieval Perspectives*; reviews in *Symplokē*.

Statement

I am honored to be nominated to the Delegate Assembly as a representative of the South, and I welcome the opportunity to serve my colleagues and our profession. As a member of the Delegate Assembly, I will advocate for the MLA to increase its efforts to articulate—to administrators, legislators, and the general public—the necessity and value of the study of languages, literatures, and cultures in a liberal arts education, with the aim of securing the role of the humanities within institutions of higher learning. Furthermore, I believe it is essential that the MLA continue to address the persistent labor issues facing members of the profession at every level, and I feel the Delegate Assembly should play a prominent role in shaping guidelines for fair and equitable labor practices. Finally, I will provide a strong, representative voice for the concerns of my colleagues in the region.



144. **Boukary Sawadogo.** Grad. student francophone studies, Univ. of Louisiana, Lafayette.

MA, Univ. of Northern Iowa. Fellowship, Govt. of Burkina Faso, 1997–99; scholarship, Organisation Internationale de la Francophonie, 1999–2001; fellowship, Inst. of Diplomacy and Intl. Relations, Burkina Faso, 2004–06. Award of merit, Student Govt. Assn., Univ. of Louisiana, 2009. Conference presentations: Iowa World Lang. Assn., 2008; Conseil International d'Études Francophones, 2009.

Statement

I am honored to accept the nomination to run for a seat in the Delegate Assembly as a regional representative of the South. If elected, I will reach out to graduate students and faculty members in my efforts to encourage a collective approach to defending the interests of our profession in these difficult economic times. Public universities throughout the South face proposed budget cuts that may affect language education, and I would do my very best to prevent or cushion the negative impact of those budget cuts. As a PhD candidate, I am concerned not only about the prospect of finding a job after graduation but also about the issue of violence facing the entire academic community. And should I be your choice, I will diligently execute my mandate with an eye to finding ways to remedy the issues we are currently facing.

145. No candidate

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

146. **Trey Philpotts.** Prof. English, Univ. of Arkansas, Little Rock.

PhD, Univ. of Delaware. Ch., Dept. of English, Univ. of Arkansas, Little Rock, 2009–. Previous appointment: Arkansas Tech Univ. (ATU), 1993–2009. Visiting appointment: Lycoming Coll., 1992–93. Faculty Award of Excellence for Scholarship, ATU, 2003; Faculty Award of Excellence for Teaching, ATU, 2005. Pres., Faculty Senate, ATU, 2004. Review ed., *Dickens Quarterly*, 1995–2009.

Publications include *The Companion to Little Dorrit* (2003); contrib., *A Companion to Charles Dickens* (2008); articles in *Dickens Studies Annual*, *Dickens Quarterly*, *Dickensian*.

Statement

There are several issues that need to be addressed by the MLA and by our profession more generally. I think it is important, very important, that those of us at second-tier universities be given proper representation in the MLA. Most students in this country, indeed the vast majority, do not attend elite institutions. These students, many of them first-generation or nontraditional students, often lack the basic skills to compete successfully at the college level. We have to find a way, as a profession, to meet the educational needs of these students without watering down the curriculum or condescending to them. The MLA must also come to grips with the challenges presented by new forms of technology and by the changing work conditions in our profession. Among other things, we must evaluate the effectiveness of online instruction and improve its quality. As well, we have to figure out some way, as a profession, to give online publications due consideration as potentially legitimate and worthwhile scholarly achievements that should be able to advance an academic career. Such online publications, of course, should meet the same scholarly standards as those publications in print form. Finally, and as others have pointed out, we also must make every effort to improve pay and working conditions for adjuncts and other non-tenure-track instructors.

147. **Jim Sanderson.** Prof. English, Lamar Univ.

PhD, Oklahoma State Univ. Dir. of writing, Dept. of English and Modern Langs., Lamar Univ. Kenneth Patchen Award (for *Semi-private Rooms*), Pig Iron Press, 1992; Frank Waters Award for Southwestern Fiction (for *El Camino del Rio*), Frank Waters Assn. and Univ. of New Mexico Press, 1997; finalist (for *Safe Delivery*), Violet Crown Award, Writers' League of Texas, 2000; Distinguished Faculty Lecturer, Lamar Univ., 2002; University Scholar, Lamar Univ., 2006. Councilor, Texas Inst. of Letters, 2004–09.

Publications include *Semi-private Rooms* (short stories, 1994), *A West Texas Soapbox* (essays, 1998), *El Camino del Rio* (novel, 1998), *Safe Delivery* (novel, 2000), *La Mordida* (novel, 2002), *Nevin's History: A Novel of Texas* (2004); contrib. (short stories and essays), *Lone Star Literature: From the Red River to the Rio Grande* (2003), *Lone Star Sleuths: An Anthology of Texas Crime Fiction* (2007), and others; articles in *Early American Literature*, *Journal of American Culture*, *Literature/Film Quarterly*.

Statement

In thirty years of teaching English, I have seen internal and external movements and crises arise and stay or go. Presently, I believe we face very difficult external demands, which in turn govern internal decisions. With the dire situation in academic publishing and with national demands for accountability and assessment, we are seeing a realignment of the regard for teaching and scholarship and service, and we are seeing the traditional expectations of tenure and advancement within research institutions becoming harder to obtain in our disciplines. With decreased state budgets, with rising tuition costs, with competition and cooperation from for-profit education corporations, we are being forced to reexamine our teaching, especially in regard to its cost and delivery. The physical classroom, classroom teachers, and those teachers' worth are all being reevaluated. And, both externally and internally, we are seeing disputes in what and how we teach. Now, more than ever, we need negotiation, clear-thinking, well-conceived strategies, and conciliation. We need to recognize the difficulties, realize our own strengths and weakness, and acknowledge public

perception of our disciplines. We need to choose our fights and our compromises. I would hope, as I have done in my other administrative and service duties, to bring the qualities that I describe and a combination of experience, conviction, openness, wariness, and anticipation to all of the issues that face our profession. Literature and language departments will change, and we must look outside of our own disciplines for answers, for help, for methods, and for students.



148. Gregory R. Castle. Prof. English, Arizona State Univ.

PhD, Univ. of California, Los Angeles. Participant, NEH summer seminar, 2007. Runner-up, Robert Rhodes Prize for Books on Lit. (for *Modernism*), Amer. Conference for Irish Studies, 2002. MLA activities: exec. comm., Discussion Group on Anglo-Irish Lit., 2005–09.

Publications include *Modernism and the Celtic Revival* (2001), *Reading the Modernist Bildungsroman* (2006), *The Blackwell Guide to Literary Theory* (2007); ed., *Postcolonial Discourses: An Anthology* (2001); contrib., Bram Stoker, *Dracula* (Palgrave, 2002), *Reading Irish Histories: Texts, Contexts, and Memory in Modern Ireland* (2003), *James Joyce in Context* (2009); articles in *James Joyce Quarterly*, *Theater Journal*.

Statement

My contribution to the MLA Delegate Assembly would include a commitment to a number of key issues facing higher education in the twenty-first century. As the current chair of the university curriculum committee at ASU, and as director of undergraduate studies in the Department of English, I have been deeply involved in outcomes assessment, curricular revision, and institutional reorganization. I have seen close up the difficulties large public universities face in times of economic contraction, and I would make it one of my primary goals to work toward redefining the role of the public university in a climate of economic austerity. Crucially important to these endeavors is exploring ways to improve the conditions of adjunct faculty members and teaching assistants, whose status has become increasingly precarious in the wake of often draconian budget cuts. Consolidation of programs and departments, in many cases made on the basis of economic rather than intellectual needs, will require new forms of interdisciplinarity that will perform the two-fold task of making the university more efficient and opening up new possibilities for research and teaching that will be more responsive to a rapidly changing and globalized world. We are confronted now with an opportunity to assert anew the continuing relevance of humanities studies and research—an opportunity that we cannot afford to pass up. The challenges we face will be daunting; they will demand sacrifice and compromise, but they may well be the source of a new vision of higher education in America.

149. Gregory Eiselein. Prof. English, Kansas State Univ.

PhD, Univ. of Iowa. Dir. of Grad. Studies, Dept. of English, Kansas State Univ. (KSU), 1997–; dir., First-Year Seminar Prog., KSU, 2007–. William L. Stamey Teaching Award, KSU, 1997; Grad. Faculty Distinguished Teaching Award, Student Assn. of Grads. in English, KSU, 1998–99; essay prize, Gay and Lesbian Caucus, NEMLA, 1999; Big 12 Faculty Fellowship, Harry Ransom Center, Univ. of Texas, Austin, 2001–02; Coffman Ch. for Univ. Distinguished Teaching Scholars, KSU, 2008–09. Advisory board, Louisa May Alcott Soc., 2005–08; advisory board, Soc. for the Study of Amer. Women Writers, 2006–09; leader, Summer Seminar Workshop for Directors of Grad. Study, ADE, 2009. Consultant, *Legacy: A Journal of American Women Writers*, 2005–.

Publications include *Literature and Humanitarian Reform in the Civil War Era* (1996); ed., *Emma Lazarus: Selected Poems and Other Writings* (2002), *Adah Isaacs Menken: Infelicia and Other Writings* (2002); coed., *The Louisa May Alcott Encyclopedia* (2001), Louisa May Alcott, *Little Women* (Norton, 2004); contrib., *Nineteenth-Century American Women Writers* (1997), *Teaching the Literatures of Early America* (1999), *The Sketches of Louisa May Alcott* (2001), *Writers of the American Renaissance: An A-to-Z Guide* (2003), *Fakes and Forgeries* (2004), *American History through Literature, 1820–70* (2006), *A Companion to Walt Whitman* (2006), *Options for Teaching Nineteenth-Century American Poetry* (2007); articles in *Children's Literature*, *New England Quarterly*, *Mosaic: A Journal for the Interdisciplinary Study*

of Literature, Texas Studies in Literature and Language, Essays in Literature, Prospects: An Annual Journal of American Cultural Studies, Clío: A Journal of Literature, History, and the Philosophy of History.

Statement

As an MLA regional delegate, I will represent the interests of my colleagues and the profession and work with others in the association to develop practical, effective solutions to the most pressing issues facing the humanities in a time of economic crisis. I bring to the position twelve years of experience as a director of graduate studies, a strong belief in the importance of interdisciplinary and intellectually rich research in the humanities, and a commitment to the importance of diversity to our colleges and universities.

I am especially interested in working on the following issues: (1) helping our disciplines adapt to the rapidly changing field of academic publishing; (2) exploring new sources of funding for teaching and research in the humanities; (3) improving the working conditions, pay, and job security of non-tenured faculty members; (4) making our departments, curricula, and student bodies more inclusive and diverse; (5) developing ways to improve student success and degree attainment; and (6) helping our graduate and undergraduate students make the transition into their careers (and the rest of their lives).



150. **Caroline McCracken-Flesher.** Prof. English, Univ. of Wyoming.

PhD, Brown Univ. Ch., Faculty Senate, Univ. of Wyoming, 1996–97; ch., Grad. Council, Univ. of Wyoming, 2002–03. Huntington Library–British Acad. fellowship, 2008. Faculty Growth Award, Univ. of Wyoming Alumni Assn., 1999. Intl. Comm., Assn. for Scottish Literary Studies, 2005–. MLA activities: exec. comm., Discussion Group on Scottish Lit., 2009–Jan. 2014. Assoc. ed. (1987–88) and advisory board (1988–92), *Novel*. Ed. boards, *International Journal of Scottish Literature*, 2006–; *Scottish Literary Review*, 2009–.

Publications include *Possible Scotlands: Walter Scott and the Story of Tomorrow* (2005); ed., *Culture, Nation, and the New Scottish Parliament* (2007); coed., *Why the Novel Matters: A Postmodern Perplex* (1990); contrib., *Scott in Carnival* (1993), *Narrative and Culture* (1994), *No Small World: Visions and Revisions of World Literature* (1996), *Robert Louis Stevenson: Writer of Boundaries* (2006), *Approaches to Teaching Scott's Waverley Novels* (2009); articles in *International Journal of Scottish Studies*, *Scottish Studies Review*, *Annual Bulletin of the Edinburgh Sir Walter Scott Club*, *Journal of Literature and Belief*, *Interdisciplinary Humanities*, *Nineteenth-Century Contexts*, *Studies in Hogg and His World*, *Scott Newsletter*, *Studies in Scottish Literature*, *Dickens Studies Annual*, *Scottish Literary Journal*, *Novel*.

Statement

In financial hard times, the humanities too often take it on the chin—especially in state universities. Today, when business and economic models have failed in the absence of informed thinking, we have a chance to change this pattern. The humanities, we know, are what our culture needs. We should be aggressively asserting, explaining, and building the humanities on American campuses. The MLA has done a thoughtful job of responding to criticism from politicians and the general public in recent years, but now is our time to lead once more.

I hope to participate in lively MLA discussions about languages and literatures and the continuum from composition and creative writing to criticism and theory. We must know and build the value of what we research and teach beyond the terms of service; we must reflect the importance of our work by addressing it at the faculty level--no more building parts of our programs on the backs of temporary teachers.

Given these aims, I am particularly interested in helping English faculty members make productive connections across their disciplines, across academe, and abroad.

My own work dwells on literature and culture and is well aware of the agency of our work in the world. It draws together my experience in the novel, British eighteenth and nineteenth centuries, Scottish literature and culture, theory, medical humanities, literature and film, and literature and politics.

If elected, I would serve conscientiously and enthusiastically, welcoming input from colleagues in my field, my region, and beyond.

151. Diane Price Herndl. Prof. English, Iowa State Univ.

PhD, Univ. of North Carolina, Chapel Hill. Dir., Women's Studies Prog., Iowa State Univ., spring 2007–. NEH summer inst. fellowship, 2000. Florence Howe Award (for outstanding feminist scholarship), WCML, 2007. Assoc. ed., *NWSA Journal*, 2004–07; ed. board, *Journal of Literary Disability*, 2006–.

Publications include *Invalid Women: Figuring Feminine Illness in American Fiction and Culture, 1840–1940* (1993); coed., *Feminisms: An Anthology of Literary Theory and Criticism* (1991; 2nd ed., 1997), *Women's Worlds: The McGraw-Hill Anthology of Women's Writing in English across the Globe* (2008), *Feminisms Redux: An Anthology of Literary Theory and Criticism* (2009); contrib., *Feminism, Bakhtin, and the Dialogic* (1991), *Beyond the Binary: Reconstructing Cultural Identity in a Multicultural Context* (1999), *Women and Health in America: Historical Readings* (1999), *Enabling the Humanities: A Sourcebook for Disability Studies in Language and Literature* (2002), *The Teacher's Body: Embodiment, Authority, and Identity in the Academy* (2003); articles in *Signs: Journal of Women in Culture and Society*, *PMLA*, *Hemingway Review*, *Narrative*, *American Literary History*, *Women's Studies*, *Puerto del sol*, *NWSA Journal*.

Statement

A native Texan who taught for ten years in New Mexico and the last eight in Iowa, I have a lot of experience with the region. My interests in professional issues focus on work-life balance, equal gender representation across ranks, and gendered labor issues. Issues I care about include family issues in the workplace (I believe that universities must find ways to be more accommodating to same-sex and heterosexual couples, to parents, to adult children who care for parents, and to academics with health and disability issues) and the career paths often taken by women, who are underrepresented not just in senior ranks but in tenure-track positions generally. I am concerned, especially, about the tenuousness of many women's careers as universities that once exploited non-tenure-track workers now cut those positions to save costs.

I have been working as a program director and have seen how budgets have come to dominate our work lives. As we face increased financial pressure, many of us are being forced to be “entrepreneurial,” which often does not translate into good teaching and almost always means that the humanities come out below more instrumentalist fields. It seems a great irony to me that the forces that wrecked the financial system are now getting free rein in the educational system. I am interested in finding ways not just to resist such pressures but to turn them, to find ways that we can maintain high-quality teaching and research.



152. Rafael E. Saumell. Prof. Spanish, Sam Houston State Univ.

PhD, Washington Univ. Premio Único (for best short story), Concurso Internacional de Cuentos “Querido Borges,” Liceo Internacional de Cultura (Los Angeles), 2005; Research Achievement in Foreign Langs. Award, Coll. of Humanities and Social Sciences, Sam Houston State Univ., 2006–07; elected member, Acad. of Cuban History, 2008. Ed. board, *Otro lunes* (Madrid), 2007–.

Publications include *En Cuba todo el mundo canta. Memorias noveladas de un expreso político* (2008); contrib., *Repensando a Martí* (1998), *Re-reading José Martí (1853-1895): One Hundred Years Later* (1999), *Los últimos días del comienzo: Ensayos sobre la guerra hispano-cubana-estadounidense* (2000), *ReMembering Cuba: Legacy of a Diaspora* (2001), *Mario Vargas Llosa: Escritor, ensayista, ciudadano y político* (2001), *Alejo Carpentier: Un siglo entre luces* (2005), *Bienvenidos a la transición* (2005), *La literatura pop: Consideraciones en torno a una tendencia literaria.* (2006), *Neo, Post, Hiper, Trans, ¿Fin?: Lecturas recientes de literatura hispanoamericana* (2008), *Latin American Women Writers: An Encyclopedia* (2008); articles in *Revista hispano-cubana*, *Linden Lane Magazine*, *AfroCuban Anthology Journal*, *Encuentro de la cultura cubana*, *L'ordinaire latino-américain*, *Círculo: Revista de cultura*, *Monographic Review / Revista monográfica*, *Cuadernos del Lazarillo* (Spain), *Revista iberoamericana*.

153. Emil Volek. Prof. Spanish, Arizona State Univ.

PhD, Charles Univ., Prague. Grant, Stifterverband für die deutsche Wissenschaft, 1975–76; NEH fellowship, School of Criticism and Theory, 1978; Fulbright fellowship, 1985; Fulbright research fellowship

(Argentina), 1987. Best Critical Essay on Juan Rulfo, *Discurso literario* and Oklahoma State Univ., 1987; Distinguished Research and Creative Activity Award, Graduate Coll., Arizona State Univ. (ASU), 1989–90; Outstanding Mentor Award, Associated Students of ASU, 1993; Miembro de Número, Sociedad Cultural Sor Juana Inés de la Cruz, 1995; Commemorative Medal, Instituto de Cultura Puertorriqueña, 1999. Juror, Premio Iberoamericano de Letras José Donoso, Universidad de Talca, 2003.

Publications include *Cuatro claves para la modernidad: Análisis semiótico de textos hispánicos. Aleixandre, Borges, Carpentier, Cabrera Infante* (1984), *Metaestructuralismo: Poética moderna, semiótica narrativa y filosofía de las ciencias sociales* (1985), *Literatura hispanoamericana entre la modernidad y la postmodernidad* (1994), *Znak, funkce a hodnota: Estetika a sémiotika umění Jana Mukařovského v proudech současného myšlení. Zápisky z podzemí postmoderny* (2004); ed. and trans., *Antología del formalismo ruso y el grupo de Bajtin* (vol. 1, 1992; vol. 2, 1995); ed., *Latin America Writes Back: Postmodernity in the Periphery. An Interdisciplinary Cultural Perspective* (2002), Gertrudis Gómez de Avellaneda, *Tu amante ultrajada no puede ser tu amiga. Cartas de amor/novela epistolar* (2004); coed., *Signo, función y valor: Estética y semiótica del arte de Jan Mukařovský* (2000); guest ed., *Escritos* (1996), *Cuadernos del CILHA* (2008); guest coed., *Torre de papel* (1997); contrib., *El teatro y sus claves: Estudios sobre teatro argentino e iberoamericano* (1996), *Sor Juana Inés de la Cruz y sus contemporáneos* (1998), *Tradición, modernidad y posmodernidad* (1999), *Otros Roques: La poética múltiple de Roque Dalton* (1999), *La modernidad revis(it)ada: Literatura y cultura latinoamericanas de los siglos XIX y XX* (2000), *Borges: Nuevas lecturas* (2001), *Stoll-Menchú: La invención de la memoria* (2001), *De palabras, imágenes y símbolos* (2002), *Trascendencia cultural de la obra de José Martí* (2003), *Český strukturalismus po poststrukturalismu* (2006), *Dynamic Structure: Language as an Open System* (2007), *Simulacros de la fantasía. Nuevas indagaciones sobre arte y literatura virreinales* (2007), *Treinta años de estudios literarios/culturales latinoamericanistas en Estados Unidos. Memorias, testimonios, reflexiones críticas* (2008), *Vyprávění v kontextu* (2009), *Latin American Issues and Challenges* (2009), and others; articles in *Časopis pro moderní filologii*, *Philologica pragensia*, *Casa de las Américas*, *Poetica*, *Revista iberoamericana*, *Cuadernos hispanoamericanos*, *Cuadernos americanos*, *Rocky Mountain Review of Language and Literature*, *Dispositio*, *Inti*, *Chasqui*, *Revista de estudios hispánicos*, *Cuadernos de Marcha*, *Hispanic Issues On Line*, and others.

Statement

In recent decades, our profession has been undergoing profound transformations and has been literally going under. The educational mission, its possible benefits and constraints, have been hastily redefined. Globalization and national defense interests have enriched the field by a number of welcome newcomers, yet, in practice, at the expense of established programs and of full-time jobs (the “Drake model” takes this to its logical conclusion: languages taught by foreign students). This partial dissemination has been countered, in English, by the move to subsume everything else under the “third-world” umbrella to be studied happily without the benefit of particular languages; ideological trends sweeping the Anglo-American “center” have been rather uncritically imposed on the “periphery.” Through the valueless mediation of structuralism, the rise of audiovisual and mass culture has pushed literature to the margin for the sake of “culture.” Thematic criticism (i.e., “just talking”) has made its comeback, and the struggle for “critical thinking” has been replaced by the comforts of “political correctness.”

The MLA has sometimes only too anxiously participated in this dumbing down process. Yet new challenges are also new opportunities. I am not advocating any return to tradition, to things past, or the like. It would be too comfortable, and impracticable. A crisis offers us an opportunity to rethink. An open discussion is called for. For too long, the “usual suspects” have been trafficking with the usual solutions on the road to the extinction of languages and literatures as a humanistic discipline in its own right.



154. **Linda McManness.** Assoc. prof. Spanish, Baylor Univ.

PhD, Univ. of Washington. Dir., Global Christian Ventures, Baylor Univ., 1999–; dir., Baylor in Spain, Denia, 2003–. Mortar Board Distinguished Prof. Award, Baylor Univ., 2000, 2001, 2003, 2008. Natl. steering comm., AP Spanish Lang. Faculty Colloquium, 2009. Representative at large, SCMLA, 2008–10;

representative at large, Southwest Conference on Latin Amer. Studies, 2008–10; AAUP. Section ed. (Romance linguistics), *Papers in Romance*, 1987–89; coed., *Papers in Romance*, 1989–90.

Publications include *Lexical Categories in Spanish: The Determiner* (1996); reviews in *Southwest Journal of Linguistics*.

Statement

If elected to this MLA position, I would do my best to serve the interests of those who teach language. I am a hardworking, dedicated person who would give the job full attention. Our profession is a high calling and one that deserves positive notice from constituencies at every level. My service on two regional executive committees has prepared me well to take on this responsibility, and I would welcome your vote.

155. No candidate

VII. Western US and Western Canada (6 contests)

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

156. **Kent Baxter.** Assoc. prof. English, California State Univ., Northridge.

PhD, Univ. of Southern California. Dir., Four-Year Integrated Teacher Credential Prog., California State Univ., Northridge (CSUN); dir., Junior-Year Integrated Teacher Credential Prog., CSUN; dir., Reading Inst. for Academic Preparation, CSUN.

Publications include *The Modern Age: Turn-of-the-Century American Culture and the Invention of Adolescence* (2008); contrib., *Naming the Father: Legacies, Genealogies, and Explorations of Fatherhood in Modern and Contemporary Literature* (2000); articles in *Hedgehog Review*, *American Studies Journal*, *Men and Masculinities*.

Statement

The recent financial crisis and subsequent recession are being felt in our profession in a number of significant and disturbing ways. Issues that are of particular concern to me include the increasing reliance on (and lack of adequate support for) non-tenure-track instructional faculty members, the difficult future for interdisciplinary programs and initiatives, and the increasing standardization (“streamlining”) of postsecondary education.

157. **David G. Kelman.** Asst. prof. comparative lit., California State Univ., Fullerton.

PhD, Emory Univ.

Publications include articles in *Comparative Literature*, *CR: The New Centennial Review*, *New Vico Studies*.

Statement

As a new member of the profession, I am particularly interested in issues related to new PhDs, both those currently on the market and those who have recently found jobs in language and literature departments. I am also particularly interested in interdisciplinary issues, since my background is in comparative literature, Spanish, and philosophy, and I have held teaching positions in a Spanish department and an English and comparative literature department. Finally I would like to encourage discussion about the various challenges facing the humanities as a result of the recent cuts in higher education.



158. **Yifen T. Beus.** Assoc. prof. intl. cultural studies, Brigham Young Univ., Hawai‘i.

PhD, Indiana Univ., Bloomington. Ch., Dept. of Intl. Cultural Studies and World Langs., Brigham Young Univ., Hawai‘i, 2006–. “Heart of Germany” Fellowship, Freie Universität, Berlin, 1991. Soc. for Cinema and Media Studies.

Publications include *Towards a Paradoxical Theatre: Schlegelian Irony in German and French Romantic Drama, 1797–1843* (2003); contrib., *Representing the Rural: Space, Place, and Identity in Films about the Land* (2006), *Paradoxical Citizenship: Edward Said* (2006), *Querying the Genealogy: Chinese American Literature and Chinese Language Literature in the United States* (2006), *The Play within the Play: The Performance of Meta-theatre and Self-Reflection* (2007); articles in *Quarterly Review of Film and Video*, *Nineteenth-Century French Studies*.

Statement

As universities are increasingly concerned with placement and facing economic constraints, many liberal arts programs are facing challenges to include “practical training” components or address “validity” issues in their curricula. As educators, I feel that we need to insist on certain educational objectives in educating global citizens who can contribute significantly from a long-term perspective. We also need to strategize to improve or design innovative programs to address the above-mentioned issues while making liberal arts education viable and valid. Being a teacher means teaching, researching, and providing citizenship service in a balanced manner.

159. **Nobuko Miyama Ochner.** Assoc. prof. Japanese, Univ. of Hawai‘i, Mānoa.

PhD, Univ. of Hawai‘i. Visiting appointment: Sophia Univ. (Tokyo), June-July 2004. Participant, NEH summer seminar, 1986; travel grant, Fukuoka UNESCO Assn., 1991. Professional Associate Award, East-West Center (Honolulu), 1989. Asst. examiner, Intl. Baccalaureate, 1987–90. MLA activities: Delegate Assembly, 1993–95.

Publications include: coed. and contrib., *Literary Relations East and West: Selected Essays* (1990), *Confluences: Studies from East to West in Honor of V. H. Viglielmo* (2005); *Botsugo nijūnen Kawabata Yasunari ten: shōgai to geijutsu—“Utsukushii Nihon no watakushi”* (1992), *Contacts between Cultures*, vol. 3 (1992), *Translations / Transformations: Gender and Culture in Film and Literature East and West* (1993), *Sekai ga yomu Nihon no kindai bungaku* (1996), *New Trends and Issues in Teaching Japanese Language and Culture* (1997), *Self as Image in Asian Theory and Practice* (1998), *Encyclopedia of Modern Asia* (2002), *Ryukyu Geino: The Legacy of Kin Ryosho* (2008); articles in *Asian Theatre Journal*, *Southern Humanities Review*, *Nihon Kindai Bungakukan*, *Fukuoka UNESCO*, *Monumenta Nipponica*, *Journal of the Association of Teachers of Japanese*.

Statement

The field of education is faced with enormous challenges in the current economic downturn throughout the world. At universities, instructional faculty members are asked to take on heavier teaching while carrying on their research and service activities. We do it because we love our work and feel responsibility toward our students. Despite our best efforts, however, we are aware that there is a limit to our individual capacity to handle the workload while maintaining the highest possible professional standards. Some problems are beyond the scope of individual endeavors. The Modern Language Association, as a premier professional organization of specialists in language and literary studies, plays a crucial role in bringing to the attention of the public the challenges faced daily by its members, involving diverse geographical regions, languages, and cultures. The Delegate Assembly is a forum to discuss and debate the variety of positions and finally to work together to address these challenges. I am honored to be nominated to represent the western United States and western Canada in the Delegate Assembly. If elected, I will do my utmost to be the conduit of the concerns, views, and suggestions raised by my colleagues in the region.



160. **James Dillon Mardock.** Asst. prof. English, Univ. of Nevada, Reno.

PhD, Univ. of Wisconsin, Madison. Asst. textual ed., Internet Shakespeare Editions, 2009–.

Publications include *Our Scene Is London: Jonson's City and the Space of the Author* (2008); articles in *Ben Jonson Journal*, *Seventeenth Century*, *Borrowers and Lenders*.

Statement

As a faculty member at a land-grant research institution in a struggling state, I am concerned with reconsidering the responsibility of higher education to the community. While I would like to sympathize with Stanley Fish's recent description of the humanities as ideally separate from the temporary controversies of the *res publica*, we cannot ignore the pressures on our state-funded institutions to do more with less, the growing public reluctance to support higher education, nor the real needs of students at every level. We frequently bemoan the low quality of our entering students, but the responsibility for their education filters back to us through the K–12 teachers we help produce, and we neglect that fact—and our relationship with our campuses' schools of education—at our peril. The MLA has done excellent work in recent years studying the question of whether our institutional practices meet our students' and our communities' needs and promoting necessary changes to graduate education in response to the dwindling book trade, the paucity of tenure-track jobs, and the glut of newly minted doctors of modern languages. I favor both continuing that work and extending that question to the area of undergraduate education.

161. **Edward M. Test.** Asst. prof. English, Boise State Univ.

PhD, Univ. of California, Santa Barbara (UCSB). Predoctoral fellowship, Interdisciplinary Humanities Center, UCSB, fall 2006; research grant, Making Publics (McGill Univ.), 2006, 2008; John Carter Brown Library research fellowship, summer 2009. Second place, Univ. of California Poet Laureate, 2005. Trans. (English to Spanish), *Letras en el Golfo: Festival Internacional de Literatura* (Tampico, Mexico), 2003–04; team member, Making Publics, McGill Univ., 2005–. Advisory board, *Early English Studies* (Univ. of Texas, Arlington), 2008–.

Publications include *Fata Morgana* (poetry, 2004); cotrans. (into Spanish), Charles Wright, *Appalachia* (2004), Forrest Gander, *Torn Awake* (2005), Pascale Petit, *The Zoo Father* (2005); contrib., *Global Traffic: Discourses and Practices of Trade in English Literature and Culture from 1550 to 1700* (2008), *A Companion to the Global Renaissance: English Literature and Culture in the Era of Expansion* (2009); poems in *Poetry London*, *Quadrant* (Australia), *Southern Poetry Review*, *Poetry Wales*.

Statement

As a poet, scholar, and translator, I am interested in promoting an interdisciplinary approach to education and research. In this globalized world, the study of language and literature should stretch beyond the boundaries of individual disciplines and departments to embrace cross-cultural and cross-disciplinary concepts. Indeed, the recent MLA report to the Teagle Foundation on the undergraduate major in language and literature suggests that as educators we should be mindful that “[t]o create a structure that aligns the goals of English and language departmental majors with the goals of general education, institutions need to be encouraged to invest in the interdisciplinary capacities of their faculty members through support for team teaching and faculty development.” Our undergraduates (and graduates) will be better prepared and have a richer understanding of the world if they can add cross-cultural appreciation and analysis to their skills of writing, communication, and interpretation. Today's world is more and more decentralized, and, like the Internet, it has become a complex web and ever-changing network of mobile services, industries, ideas, and peoples. The curricula in our departments should strive not only to adapt to these changes but also to educate our students to actively engage in this cultural and ever-changing vibrancy. I believe the MLA can play a formidable role in shaping the education of the future, and as a delegate I will promote a future of more interdepartmental collaboration and interdisciplinary awareness.



162. **Susan C. Anderson.** Prof. German, Univ. of Oregon.

PhD, Univ. of North Carolina, Chapel Hill. Fulbright-Hayes grant (Germany), 1978–79; NEH travel grant, 1989; Oregon Humanities Center research grant, winter 1992. Sherl K. Coleman and Margaret E. Guitteau Professorship in the Humanities and Teaching Fellowship, Univ. of Oregon, 1996–97; Rippey Innovative Teaching Award, Univ. of Oregon, 2004–06; Research Innovation Award, Univ. of Oregon, 2007. Seminar coleader, NEH summer inst., 1990, 1991, 1993. Exec. board (1998–2000) and Nominating Comm. ch. (2004), AATG.

Publications include *Grass and Grimmelshausen: Günter Grass's Das Treffen in Telgte and Rezeptionstheorie* (1987), coed., *Water, Culture, and Politics in German and the American West* (2001), *Water, Leisure, and Culture: European Historical Perspectives* (2002); contrib., *Major Figures of Contemporary Austrian Literature*, vol. 3 (1995), “Die Seele ist ein weites Land”: *Kritische Beiträge zum Werk Arthur Schnitzlers* (1996), *Cultura Baltica: Literary Culture around the Baltic, 1600–1700* (1996), *The Feminist Encyclopedia of German Literature* (1997), *Austria in Literature* (2000), *A Companion to the Works of Arthur Schnitzler* (2003), *Approaches to Teaching Grass's The Tin Drum* (2008); articles in *German Quarterly*, *German Life and Letters*, *German Studies Review*, *Ricarda Huch Studien*, *Colloquia Germanica*, *Women in German Yearbook*, *Monatshefte*, *Modern Austrian Literature*, *Germanic Review*.

Statement

The financial crisis makes it all the more pressing for the MLA to continue emphasizing the central role that literary, language, and cultural studies play in educating students to become active thinkers and responsible world citizens. Budget constraints should not threaten the existence of core humanities programs such as these. In addition, the tendency at some colleges and universities to introduce a new language program by closing an existing one undercuts attempts to increase intercultural dialogue, particularly since few students in United States postsecondary education study any language other than English. As a member of the Delegate Assembly, I would work to counter these trends. I would also collaborate with other members to strengthen further the MLA's voice in addressing the working conditions of faculty members and graduate students and in countering the effects of reduced funding for scholarly resources and publications.

163. **Lorely Elsa French.** Prof. German, Pacific Univ.

PhD, Univ. of California, Los Angeles. Visiting appointment: Fulbright Distinguished Ch. in Gender Studies, Univ. of Klagenfurt (Austria), 2003. DAAD grant, 1983–84, 2000; DAAD postdoctoral research grant, 1987; United States–Japan Friendship Commission grant, 1988; Oregon Comm. for the Humanities grant, 1988; ACLS grant, 1989–90; Northwest Academic Computer Consortium grant, 2008; Pro Helvetia (Swiss arts council) grant, 1999. John R. Meyer Faculty Award, Pacific Univ., 1992–93; S. S. Johnson Award for Excellence in Teaching, Pacific Univ., 1999; Outstanding Coll. Prof. Award, Confederation in Oregon for Lang. Teaching (COFLT), 1999; honoree, AAUW Educational Foundation, 2003. Vice pres. (1994–96) and pres. (1996–98), Oregon Assn. of Teachers of German; exec. board, COFLT, 1998–2000; exec. dir., PAMLA, 2000–06; pres., Hillsboro–Forest Grove chapter, AAUW of Oregon, 2006–09. MLA activities: Delegate Assembly, 2000–04. Coed., *Pacific Coast Philology: Journal of the Pacific Ancient and Modern Language Association*, 2008–10; ed. board, *German Quarterly*, 2003–06.

Publications include *German Women as Letter Writers, 1750–1850* (1996); contrib., *Bitter Healing: Anthology of German Women Authors from Pietism to Romanticism* (1990), *Bettina Brentano-von Arnim: Gender and Politics* (1995), *Women Writers in German-Speaking Countries: A Bio-Bibliographical Source Book* (1998), *Annemarie Schwarzenbach: Autorin--Reisende--Fotografin* (1998), *Positionen: Amerikanische und europäische Interpretationen zur neuesten deutschsprachigen Literatur von Frauen* (1999), *Women in World History: A Biographical Encyclopedia* (1999–2002), *Vom Salon zur Barrikade: Frauen der Heinezeit* (2002), *Madness and Crime in Modern Austria: Myth, Metaphor, and Cultural Realities* (2008), *FrauenGestalten Weimar-Jena um 1800: Ein bio-bibliographisches Lexikon* (2009); articles in *German Studies Review*, *Pacific Coast Philology*, *Beiträge zur Marx-Engels-Forschung*, *Almanach der Varnhagen Gesellschaft*, *Internationales Jahrbuch der Bettina-von-Arnim Gesellschaft*.

Statement

I have been an MLA member for over twenty years, serving on the Delegate Assembly for five of those years when I was executive director of the Pacific Ancient and Modern Language Association, the West-coast regional MLA. I admire and respect the devotion and high degree of professionalism that the MLA staff and MLA members show. That devotion and professionalism become especially necessary as our profession as educators, researchers, and administrators in the humanities faces difficult economic times. Many universities have already witnessed budget cuts that have eliminated entire programs in the teaching of world languages, English composition, and literature. If elected, I would help the MLA remain vigilant in identifying programs in peril and in taking a proactive role to help to save these programs. I would like to help develop strategies to showcase the importance of language and literature in everyone's life and thereby promote the humanities as critical to every higher educational institution. I am also interested in representing faculty members who teach and do research at small, private, liberal arts colleges. Related issues include maintaining a balance among teaching, professional development, and university service; developing interdisciplinary curricular models to build programs; seeking grant funding to sustain programs; and developing innovative pedagogical methods to attract and retain students in the humanities.

164. **Gina Froese.** Grad. student comparative lit., Univ. of Alberta.

BA, Concordia Univ. J. Armand Bombardier Canada Grad. Scholarship (sponsored by the SSHRC), Univ. of Alberta, 2008; Walter H. Johns Grad. Fellowship, Univ. of Alberta, 2008. Theological Studies Medal, Faculty of Arts and Science, Concordia Univ., 2003.

Statement

I am honored to be nominated as a representative for the graduate students of western Canada and the western United States in the Delegate Assembly of the MLA. As a graduate student in a comparative literatures department I fear that language and literature students are facing a future in which the humanities are increasingly impoverished. Lack of funding for graduate students, the diminishing number of postdoctoral and tenure-track positions, equity issues, the recent expansion of a class of non-tenured adjunct teaching professors caught in a revolving-door system without job security or stability: these are issues and concerns rippling through universities across North America. The hyperprofessionalization of scholarship also leaves much to be desired in the academic world and sets a terrible tone for the foundation and quality of future research. The financial, administrative, and political struggles that affect students and professors alike present matters of importance that members of the MLA can address from a position of strength. The MLA has in the past shown itself to be a source of great support and encouragement when difficult issues faced by all in these and other areas arise, and I believe that as a body of knowledge the MLA will continue to be sensitive to and proactive toward the concerns of both current and future scholars.

165. **Hallie Marshall.** Grad. student comparative lit., Univ. of British Columbia.

MA (classics), Memorial Univ. of Newfoundland. SSHRC doctoral fellowship, 2004; Classical Assn. of Canada (CAC) travel grant, 2006; Women's Classical Caucus (WCC) travel grant, 2006, 2007; Heather McCallum Award, Canadian Assn. for Theatre Research, 2008. Comm. on Ancient and Modern Performance (CAMP), Amer. Philological Assn. (APA), 2007–10; elections officer, WCC, 2008–. Conference presentations: CAC, 2000, 2001, 2002, 2004, 2005, 2007; Atlantic Classical Assn., 2001; APA, 2004, 2005, 2006, 2007; Intl. Meeting on Ancient Greek Drama (Delphi, Greece), July 2004; Ted Hughes and the Classics (Edinburgh, Scotland), Nov. 2005; Annual Comparative Lit. Conference, California State Univ., Long Beach, Mar. 2006; Sophoclean Drama and Its Continuing Cultural Impact (Univ. of California, Davis), May 2006; Shakespeare and the Queen's Men (Toronto, ON), Oct. 2006; Celtic Conference in Classics (University Coll., Cork, Ireland), July 2008. Moderator, *Dionysiac* (electronic newsletter), CAMP.

Publications include: contrib., *Ted Hughes and the Classics* (2009); articles in *Syllecta Classica*, *Arion*; review in *Bryn Mawr Classical Review*.

Statement

The MLA plays an important role in academic life in the humanities, and it is an honor to be nominated for the Delegate Assembly. Among the issues that I think are of utmost importance to the future of academia is the increasing replacement of tenure-track positions with nonpermanent sessional positions. This trend serves only university budgets while undermining institutions, departments, students, and, most important, the careers of those filling the positions. Similarly the increasing insistence on measuring career progress only by outputs that can be measured numerically, with implied annual quotas, undermines the tradition of the humanities within universities and colleges and discourages scholars from dedicating the time required to produce the best possible work simply because quantity is easier calculated than quality. The MLA must continue to advocate for our members and for our disciplines on these issues.



166. **Bradley William Buchanan.** Assoc. prof. English, California State Univ., Sacramento.

PhD, Stanford Univ. Andrew W. Mellon fellowship, Stanford Univ., 1999–2000; Newell-Ford fellowship, Stanford Univ., 2000–01. Visting poet and judge, Poetry Out Loud Natl. Recitation Competition, 2006–08. Exec. board, Sacramento Poetry Center, 2005–.

Publications include *The Miracle Shirker* (poems, 2005), *Hanif Kureishi: An Introduction to His Fiction* (2007), *Swimming the Mirror* (poems, 2008); contrib., *Contemporary British Fiction* (2003), *Huxley's Brave New World: Essays* (2008); poems and articles in *Antigonish Review*, *Canadian Literature*, *Descant*, *English Journal*, *Event*, *Fiddlehead*, *Grain*, *Journal of Modern Literature*, *Men and Masculinities*, *Twentieth Century Literature*.

Statement

As someone who has worked and taught at both a research-intensive institution and a comprehensive regional university, I am acquainted with a broad spectrum of academic communities, and I would bring a wide variety of scholarly, teaching, and service experience to bear on my task as an MLA delegate, should I be fortunate enough to be selected. To be more specific, I am hoping to explore ways in which the MLA can assist its members to become more involved in their local and regional communities via volunteerism, service learning, and projects related to their areas of expertise. I am also very interested in the mutually enriching relationship between scholarly endeavors and creative activities in all disciplines, and I would wish to encourage greater cross-fertilization between these too-often separate areas of specialization. For instance, I'd like to see some outreach activities that would encourage high school students to hone their natural creativity with words by studying literature in college (my own experiences working with high school poets have already shown that this can work very well). Finally, I believe that the crisis in academic publication necessitates a new approach to the evaluation and publication of scholarly monographs, and I would like to see the MLA create a regionally based, peer-evaluated system of low-cost book production and dissemination. I believe this would enable both a freer exchange of ideas in the academic marketplace and a more democratic, less volatile or prestige-driven way to allow faculty members to showcase their intellectual endeavors.

167. **Paul Gilmore.** Assoc. prof. English, California State Univ., Long Beach.

PhD, Univ. of Chicago. Barbara Thom Postdoctoral Fellowship, Huntington Library, 2001–02.

Publications include *The Genuine Article: Race, Mass Culture, and American Literary Manhood* (2001), *Aesthetic Materialism: Electricity and American Romanticism* (2009); articles in *American Literature*, *Early American Literature*, *ESQ: A Journal of the American Renaissance*, *Modern Language Quarterly*, *ELH*, *Arizona Quarterly*, *American Transcendental Quarterly*.

Statement

The Delegate Assembly should concern itself with those matters central to our professional lives, to the changes in academia that are reshaping colleges and universities across the nation and the world, rather than symbolic stances on items only peripherally related to our profession. At the same time, with the size of the MLA, we can take a leading role in helping to raise awareness about and imagine creative solutions to the

broader problems that have led to the consistent underemployment of PhDs in modern languages; the abuse and misuse of adjunct faculty members, especially in our disciplines; the demeaning of the study of the humanities and the arts; and the public defunding of higher education. To do so, however, we will have to be willing to rethink some of our old institutions and ideas, including the terms and nature of tenure, the balance of teaching and research, and the emphasis on book publication.