

CANDIDATE INFORMATION

2012 MLA Elections

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Note: To be counted, online ballots must be submitted by 12:00 midnight EST on 10 December 2012 and paper ballots must be received at the MLA office no later than 10 December 2012.

Notes on Association Governance

- Two elected bodies play a role in association governance. The Executive Council is a fiduciary body and has responsibility for managing the business of the association. It has seventeen voting members (the three officers and fourteen members) and one nonvoting member (the executive director). The Delegate Assembly, which has over 270 voting members, recommends actions to the council regarding the conduct of association business and the association's directions, goals, and structure.
- The MLA constitution (see www.mla.org/mla_constitution) 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 2012 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 2012 MLA members have been invited to use to cast their votes in the 2012 elections. In the online system, the names of the candidates for second vice president, the Executive Council, and the Delegate Assembly are hyperlinks. Clicking on a candidate's name will open a window containing the candidate's biographical summary and election statement.

Elections for Division and Discussion Group Executive Committees

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

Making Suggestions for the 2013 Executive Committee Elections

- At the bottom of the paper ballot is a space that members can use to suggest nominees for the 2013 division and discussion group executive committee elections. Names written in on the ballot will be forwarded to the appropriate executive committees, which must select at least one nominee each year from the names suggested by the membership.
- It is also possible to suggest nominees through the MLA Web site. When exiting the online ballot system, members will be given the opportunity to use the online suggestion form. The form can also be accessed directly from the About Committees page.

Abbreviations Used in Biographical Summaries

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

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

Part I: Voting for Second Vice President

The person elected second vice president will serve in that office from 7 January 2013 through the close of the January 2014 convention and will automatically become first vice president in 2014, serving in that office through the close of the January 2015 convention, and president of the MLA in 2015, serving in that office through the close of the January 2016 convention. This year all nominees are from fields other than English or American language and literature; the MLA constitution (article 6.D) stipulates that the second vice president shall be elected from the field of English or American only in alternate years. (From 7 Jan. 2013 through 12 Jan. 2014, the first vice president will be Margaret W. Ferguson, English, Univ. of California, Davis, and the president will be Marianne Hirsch, comparative literature, Columbia Univ.)

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

Rank these candidates in order of preference.

Roland Greene. Prof. English and comparative lit. and Mark Pigott OBE Prof. in the School of Humanities and Sciences, Stanford Univ.

PhD, Princeton Univ. Head, Div. of Lits., Cultures, and Langs., Stanford Univ., 2001–10; Faculty Senate, Stanford Univ., 2002–06, 2010–11. Previous appointments: Univ. of Oregon, 1993–2000; Harvard Univ., 1984–92. Marion and Jasper Whiting Foundation fellowship, 1987; NEH summer stipend, 1990; Tinker Foundation field research grant, 1990; research fellowship, John Carter Brown Library, 1990; fellowship, Stanford Humanities Center, 1992–93; ACLS senior fellowship, 1992–93. Visiting appointments: Stanford Univ.; Center for Medieval and Renaissance Studies, Univ. of California, Los Angeles. Dean’s Award for Distinguished Teaching in Grad. Educ., Stanford Univ., 2007. Selection comm.

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(for NEH and Mellon fellowships), John Carter Brown Library, 1997–98, 2003; selection comm. (for senior fellowships), ACLS, 2008–10. Sec.-treasurer, ACLA, 1993–97; exec. comm. (1996–99), vice pres. (2000–02), and pres. (2002–03), Intl. Spenser Soc. MLA activities: exec. comm., Div. on Lit. of the English Renaissance, Excluding Shakespeare, 1994–98; Publications Comm., 1996–99 (ch., 1998–99); Exec. Council, 1999–2002; Delegate Assembly, 1999–2002; exec. comm., Div. on Poetry, 1999–2003; Delegate Assembly Organizing Comm., 2000–01; Comm. on Amendments to the Constitution, 2003–06 (ch., 2005–06); Kovacs Prize Selection Comm., 2006–08 (ch., 2008); Ad Hoc Comm. on the Structure of the Annual Convention, 2006–09. Series ed., *World Literatures Reimagined*, MLA, 2005–; dir., *Arcade: A Digital Salon*, 2010–. Ed. board, Stanford Univ. Press, 2002–05.

Publications include: *Post-Petrarchism: Origins and Innovations of the Western Lyric Sequence* (1991), *Unrequited Conquests: Love and Empire in the Colonial Americas* (1999); ed. in chief, *The Princeton Encyclopedia of Poetry and Poetics* (4th ed., 2012); coed., *The Project of Prose in Early Modern Europe and the New World* (1997); guest ed., *Harvard Library Bulletin* (1992); guest coed., *Republics of Letters* (2010); foreword, *Novas: The Writings of Haroldo de Campos* (2007); contrib., *The New Princeton Encyclopedia of Poetry and Poetics* (3rd ed., 1993), *Rethinking the Henrician Era: Essays on Early Tudor Texts and Contexts* (1994), *Comparative Literature in the Age of Multiculturalism* (1994), *America in European Consciousness 1493–1750* (1995), *The Cambridge History of Literary Criticism*, vol. 3 (1999), *Worldmaking Spenser: Explorations in the Early Modern Age* (1999), *Approaches to Teaching Elizabethan Poetry* (2000), *The Tempest and Its Travels* (2000), *The Cambridge Companion to Spenser* (2001), *The Translation of Culture: Postcolonial Approaches to the European Middle Ages* (2005), *Comparative Literature in an Age of Globalization* (2006), *Entre Cervantes y Shakespeare: Sendas del Renacimiento* (2006), *Stories and Portraits of the Self* (2007), *A Touch More Rare: Harry Berger, Jr., and the Arts of Interpretation* (2009), *The Oxford Handbook of Spenser Studies* (2011), *The Cambridge Companion to English Poets* (2011), *The San Francisco of Hitchcock's Vertigo: Place, Pilgrimage, Commemoration* (2012); articles in *Prose Studies*, *PMLA*, *Journal of Medieval and Early Modern Studies*, *5+5*, *Modern Language Quarterly*, *ADE Bulletin*, *American Literary History*, *Nuevo texto crítico*, *Stanford Humanities Review*, *World Literature Today*, *Diaspora: A Journal of Transnational Studies*, *Journal of Hispanic Philology*, *Spenser Studies*, *SEL: Studies in English Literature 1500–1900*.

Statement

In 2012, everyone in higher education who teaches language and literature must be struck by the contradictions between our noble profession and our brutal industry. More urgent than ever, the work of the MLA is to address those contradictions with action.

It's easy to suppose that the MLA does not meet our needs, is too general or too trendy, or is merely one of several things: a job list, a convention, a journal. I used to have these notions myself. Serving on the Executive Council, however, I discovered how many important things are undertaken by the MLA and no one else: studies of working conditions for adjunct faculty members, reports on language enrollments, the publication of books on unfashionable topics, and much more. Especially in dire times when we should pull together against common dangers, the MLA deserves our support.

These initiatives depend on collaboration among the officers, who must stay in conversation with every segment of the discipline, and the association's staff. Working together, they address inequities and omissions: for instance, we need more practical measures such as the Academic Workforce Advocacy Kit, new strategies for articulating the value of endangered languages, and better engagement with K–12 education. At the same time, the leaders of the association are obliged to raise everyone's sights—colleagues, administrators, legislators, and the media—so that we remember what our vocation should be. As vice president and president, I would speak up forcefully for connecting realities to aspirations, our conditions to our values.

Djelal Kadir. Edwin Erle Sparks Prof. of Comparative Lit., Penn State Univ., University Park.

PhD, Univ. of New Mexico. Previous appointments: Walter and Dolores K. Neustadt Distinguished Prof. of Comparative Lit., Univ. of Oklahoma, 1991–97; Purdue Univ., West Lafayette, 1973–91. Fellow,

Inst. for World Lit., Russian Acad. of Sciences, spring 1992; LogoVaz Foundation research grant, summer 1992; Allece Garrard Fund translation grant, 1992; fellow, Rockefeller Foundation Intl. Study Center (Bellagio), May 1993; Australia Council publication grant, 1993; Hefner Foundation publication grant, 1993; IREX travel grant, 1995; Max Kade Foundation publication grant, 1995; UNESCO publication grant, 1995–96; Puterbaugh Foundation conference grant, 1996; Rockefeller Foundation conference grant, Intl. Study Center (Bellagio), June 2000. Marilyn Douglas Memorial Award (for service on Oklahoma Arts Council), State of Oklahoma, 1996; Erasmus Professional Development Award (in recognition of undergrad. teaching), Penn State Univ., 2004; Distinguished Service Medal, Coll. of Liberal Arts, Penn State Univ., 2007; Comparative Lit. Faculty Teaching Award, Penn State Univ., 2008. Board member, State Arts Council of Oklahoma, 1991–96; dir. and jury ch., Neustadt Intl. Prize for Lit., 1991–96. Consultant: Indianapolis Museum of Art, 1985–86; Woodrow Wilson Intl. Center for Scholars, 1985–90; SSHRC, 1990–; NEH, 1993; Fundação de Ciências e Tecnologia (Portugal), 2008. Board of dirs., Council on Natl. Lits. (New York), 1993–; intl. advisory board, SYNOPSIS: The European School for Comparative Studies, 2001–; exec. board, Stockholm Collegium of World Literary History, 2008–; advisory board, Inst. for World Lit., Harvard Univ., 2010–. Pres. (2000–05) and exec. council (2005–), Intl. Amer. Studies Assn.; selection comm., René Wellek Prize, ACLA, 2005–06 (member), 2007–08 (ch.); selection comm., Harry Levin Prize, ACLA, 2006–07; advisory board, ACLA, 2007–11. MLA activities: Delegate Assembly, 1995–97; Delegate Assembly Organizing Comm., 1998–2000 (ch., 2000); PMLA Ed. Board, 1998–2000; exec. comm., Div. on Comparative Studies in 20th-Century Lit., 1999–03. Ed., *World Literature Today*, 1991–97; assoc. ed. (1979–87) and ed. (1987–90), Purdue Univ. Monographs in Romance Langs.; ed. (1990–91) and assoc. ed. (1991–), Purdue Studies in Romance Lits.; assoc. ed., *Hispania*, 1991–93; contributing ed., *Handbook of Latin American Studies* (Library of Congress), 1978–90; consulting ed., *International Literary Quarterly*, 2009–. Ed. boards: *Revista de estudios colombianos*, 1984–; Purdue Univ. Press, 1986–91 (ch., 1988–91); *Revista de estudios hispánicos*, 1991–; *Teoría y crítica de la cultura y literatura*, 1994–; *Journal of the Association for the Interdisciplinary Study of the Arts*, 1994–; *Variaciones Borges*, 1996–2006; *Comparative Literature Studies*, 1999–; *Revue française d'études américaines*, 2000–; *CR: Centennial Review*, 2001–; *Bulletin of Latin American Research* (United Kingdom), 2002–; *Interculturalidad y traducción* (Spain), 2003–; *Comparative American Studies*, 2003–; *Dedalus: Revista portuguesa de literatura comparada*, 2004–; *Comparative Critical Studies: The Journal of the British Comparative Literature Association*, 2006–; *RIAS: Review of International American Studies*, 2006–.

Publications include: *Juan Carlos Onetti* (1977), *Questing Fictions: Latin America's Family Romance* (1986), *Columbus and the Ends of the Earth: Europe's Prophetic Rhetoric as Conquering Ideology* (1992), *The Other Writing: Postcolonial Essays in Latin America's Writing Culture* (1993), *Memos from the Besieged City: Lifelines for Cultural Sustainability* (2011); ed., *Triple espera: Novelas cortas de Hispanoamérica* (1976); ed. and trans., *João Cabral de Melo Neto: Selected Poetry 1937–1990* (1994); coed., *Other Modernisms in an Age of Globalization* (2002), *Longman Anthology of World Literature*, 6 vols. (2004; 2nd ed., 2008), *Comparative History of Latin American Literary Cultures*, 3 vols. (2004), *How Far Is America from Here? Selected Proceedings of the First World Congress of the International American Studies Association* (2005), *Routledge Companion to World Literature* (2011); guest ed., *Annals of Scholarship* (1991), *Siglo XX / 20th Century* (1992–93), *Neohelicon* (2000, 2001), *Comparative Literature Studies* (2004); special-topic ed. (“America: The Idea, the Literature”), *PMLA* (Jan. 2003); contrib., *Plato and Postmodernism* (1994), *La situación autobiográfica* (1995), *Essays on the Poetry of Dimitris Tsaloumas* (1999), *Do the Americas Have a Common Literary History?* (2002), *Octavio Paz* (2002), *Cospirazione, trame* (2003), *Reescrituras* (2003), *America at Large: Americanistica transnazionale e nuova comparatistica* (2004), *Aproximaciones a la obra de William James: La formulación del pragmatismo* (2005), *Comparative Literature in an Age of Globalization* (2006), *Studying Transcultural Literary History* (2006), *Americas' Worlds and the World's Americas* (2006), *Cultures of Memory, Memories of Culture* (2007), *Culture, Diversity, and Development: The UNESCO Lectures, 2004* (2008), *Liberty and Justice: America and the Middle East* (2008), *Poe Alive in the Century of Anxiety* (2011), *The Status of Interpretation in Italian American Studies* (2011), *The Concept of Humanity in an Age of Globalization* (2012); articles in *Modern Fiction Studies*, *Latin American Literary Review*, *Revista de estudios hispánicos*, *Journal of Spanish Studies*:

Twentieth Century, *Revue de littérature comparée*, *Latin American Literary Review*, *Studies in Twentieth Century Literature*, *Symposium*, *Romance Quarterly*, *Texto crítico*, *Revista iberoamericana*, *Cream City Review*, *Modern Fiction Studies*, *Revista de crítica literaria latinoamericana*, *Annals of Scholarship*, *Review of Contemporary Fiction*, *Before Columbus Review: A Quarterly Review of Multicultural Literature*, *Forum Italicum*, *Canadian Review of Comparative Literature*, *Journal of the Association for the Interdisciplinary Study of the Arts*, *Variaciones Borges*, *Neohelicon*, *PMLA*, *Comparative Literature Studies*, *Comparative American Studies*, *Transit Circle: Revista da Associação Brasileira de Estudos Americanos*, *Interculturality and Translation: International Review*, *Theory Culture and Society*, *Comparative Critical Studies*, *Revue des sciences humaines*, *Americanist: Warsaw Journal for the Study of the United States*, *Al-Abhath* (Amer. Univ. of Beirut), *Varlik* (Istanbul), *Comparative Literature*, *Comparatist*.

Statement

The MLA's leadership has an obligation to continue being articulate on the current crisis in the nation's social contract. In our Orwellian age, our membership strives for a modicum of shared accuracy in what we take to be modern, language, association, and America. This became clear to me during my service on numerous MLA committees, including the Delegate Assembly and its Organizing Committee, which I chaired, and the *PMLA* Editorial Board.

We may not determine the shape of the present. But we play a role in defining its meaning. As the MLA, we trade in the instruments of meaning making. Languages are in peril in our time of perpetual war, when humanitarian culture wars morph into deadly war cultures. Not truth but the integrity of language is war's first casualty. Truth was already sacrificed to war's launching. A social responsibility for language(s) falls heavily on our language association of America. Our most urgent task is a national conversation on language and public discourse.

I'd view your vote as a mandate for our continued engagement in the breach between our intellectual vocation to profess languages and literatures and the usurpation of language for the expedient manufacture of meanings inimical to truth, deleterious to our pedagogical mission, and detrimental to the scholarly pursuits that define our noblest ideals and commitment. We must intensify the conversation on language as institutional practice and public discourse, especially as it affects the most vulnerable in the profession—the students, the adjunct labor force, and the professoriat.

Lawrence D. Kritzman. Prof. French, comparative lit., and Jewish studies and John D. Willard Prof. of Drama and Oratory, Dartmouth Coll.

PhD, Univ. of Michigan, Ann Arbor. Ch., Comparative Lit. Prog., Dartmouth Coll., 1992–95, fall 2007. Mellon postdoctoral fellowship (Duke Univ.), 1979–80; ACLS travel grant, 1986; ACLS senior fellowship, 1989; Hewlett Foundation grant, 1993; Florence Gould Foundation fellowship, 1996, 1997, 1999, 2001. Visiting appointments: Univ. of Michigan, Ann Arbor; Stanford Univ.; Harvard Univ.; École des Hautes Études en Sciences Sociales. Elected member, Acad. of Literary Studies, 1986–; distinguished alumnus, Horace H. Rackham School of Grad. Studies, Univ. of Michigan, 1988; chevalier (1990) and officier (1994), Ordre des Palmes Académiques, French Natl. Ministry of Educ.; Edward Tuck Prof. of French, Dartmouth Coll., 1994–95; Ted and Helen Geisel Third Century Prof. in the Humanities, Dartmouth Coll., 1995–2003; Ordre National du Mérite (awarded by the president of France), 2000; Morgan Lectureship, Dickinson Coll., 2001; Pat and John Rosenwald Research Prof. in the Arts and Sciences, Dartmouth Coll., 2003–07; Teacher of the Year Award, Dartmouth Coll., 2005–06; Scaglione Prize for French and Francophone Studies (for *The Columbia History of Twentieth-Century French Thought*), MLA, 2006; Ray and Pat Browne Award (for *The Columbia History of Twentieth-Century French Thought*), Popular Culture Assn. / Amer. Culture Assn., 2007; bronze medal (for *The Columbia History of Twentieth-Century French Thought*), Independent Publisher Book Awards, 2007; Légion d'Honneur (awarded by the president of France), 2012. Codir. (1994, 1995) and dir. (1997, 1999, 2001, 2003, 2005, 2007, 2009, 2011), Inst. of French Cultural Studies, Dartmouth Coll.; dir., Inst. of European Studies, Dartmouth Coll., 1999–2007. Visiting faculty, NEH summer inst., 1986 (Duke Univ.), 1991 (Duke Univ.), 1995 (Northwestern Univ.). Consultancies: Canada Council for the Humanities, Chateaubriand Fellowships, French govt. grants, NEH, ACLS, Rockefeller Foundation, Natl. Public Radio,

Radio France, *Le monde*, Bunting Inst. Advisory Comm. on the Future Study of the French Lang., French Cultural Services, 2012–; selection comm. (for residency fellowships), Villa Marguerite Yourcenar. Sec., Amer. Council for French Social and Cultural Affairs, 1980–87; conseil administratif, Société des Amis de Montaigne, 1990–96; pres. and founder, Comm. for the Future of French Studies in the US, 1991–; advisory comm., Amer. Friends of Medem Library, 1996; Amer. correspondent, Société des Amis de Malraux, 2010–; ACLA; Natl. Writers Union. MLA activities: exec. comm., Discussion Group on Interdisciplinary Approaches to Culture and Society, 1982–86; Comm. on Teaching and Related Professional Activities, 1984–87; Elections Comm., 1989–90 (ch., 1990), *PMLA* Advisory Comm., 1992–96; exec. comm., Div. on 20th-Century French Lit., 1993–97; Ad Hoc Comm. on Teaching, 1998–2000; Scaglione Prize for Comparative Literary Studies Selection Comm., 2004–06 (ch., 2005–06); Program Comm., 2005–08, 2010–11; Nominating Comm., 2006–07 (ch., 2007); exec. comm., Div. on Psychological Approaches to Lit., 2007–Jan. 2012; *PMLA* Ed. Board, 2008–10. Features ed., New York Literary Forum, 1980–86; series ed., *European Perspectives*, Columbia Univ. Press, 1989–; équipe scientifique, *Fabula: La recherche en littérature* (Web site), 2011–. Ed. or advisory boards: *Contemporary French Civilization*, 1977–; *Études montaignistes*, 1986–; *Studies in Twentieth Century Literature*, 1986–; *Montaigne Studies*, 1988–; *Continuum*, 1989–93; *Sites: The Journal of 20th-Century/Contemporary French Studies*, 1996–; *Substance*, 1997–; *French Politics and Society*, 1997–; *French Forum*, 1999–2003; *L'image*, 2001–; *Comparatist*, 2012–.

Publications include: *Destruction/Découverte: Le fonctionnement de la rhétorique dans les Essais de Montaigne* (1980), *The Rhetoric of Sexuality and the Literature of the French Renaissance* (1991), *The Fabulous Imagination: On Montaigne's Essays* (2009); ed., *Fragments: Incompletion and Discontinuity* (1981), *France under Mitterand* (1984), *Foucault: Politics, Philosophy, Culture* (1989), *Le signe et le texte* (1990), *Auschwitz and After: Race, Culture, and the "Jewish Question" in France* (1995), *Realms of Memory*, 3 vols. (1996–98), *The Columbia History of Twentieth-Century French Thought* (2006); joint ed., *Sans Autre Guide* (1999); contrib., *Sur des vers de Ronsard* (1990), *Freud, Lacan, and the Critique of Culture* (1991), *Writing the Renaissance* (1992), *Approaches to Teaching Montaigne's Essays* (1993), *Understanding French Poetry* (1993), *Les visages et les voix de Marguerite de Navarre* (1995), *French Culture Wars* (1995), *Monster Theory* (1996), *Distant Voices Still Heard: Contemporary Readings of French Renaissance Literature* (1998), *French Cultural Studies: Criticism at the Crossroads* (1999), *De Pontigny à Cérisy: Un siècle de rencontres* (2004), *Encyclopédie Montaigne* (2004), *Writing Lives* (2007), *Entre hommes* (2008), *Global France* (2010), *Histoire de la virilité* (2011), *Approaches to Teaching the Works of François Rabelais* (2011), and others; articles in *Journal of European Studies*, *Modern Language Notes*, *Semiotica*, *Romanic Review*, *PMLA*, *Yale French Studies*, *Substance*, *Poetics Today*, *Yale Journal of Criticism*, *Études rabelaisiennes*, *Le monde*, *Village Voice*, *French Forum*, *Journal of Medieval and Renaissance Studies*, *L'Esprit Créateur*, *Paragraph*, *Études montaignistes*, *Dispositio*, *Michigan Romance Studies*, and others.

Statement

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

Language, literature, and composition in two- and four-year colleges should be made as central to the MLA as they are to our demographically and culturally changing world. To ensure a glorious future for our profession, the MLA must continue to advocate for the future employment of our PhDs, ensure the continued

entry of women and underrepresented minorities into our profession, and continue to lobby Washington and remind them why the study of language and literature is beneficial to societies in a global world.

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

Three persons will be elected for four-year terms that will begin 7 January 2013 and run through the close of the January 2017 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 2013, 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 62.5% of the membership, they are constitutionally entitled to eight of the twelve at-large council seats. Since only five of the nine at-large members of the council with continuing terms in 2013 are regular members (see the listing below, in which student members are marked with an * and life members with a §), all three persons elected this year must be regular members.

- Barbara K. Altmann, French, Univ. of Oregon (2011–11 Jan. 2015)
- §Lawrence I. Buell, English, Harvard Univ. (2010–12 Jan. 2014)
- Debra Ann Castillo, Spanish, Cornell Univ. (2011–11 Jan. 2015)
- Dorothea Heitsch, French, Univ. of North Carolina, Chapel Hill (2010–12 Jan. 2014)
- María Herrera-Sobek, Spanish, Univ. of California, Santa Barbara (2011–11 Jan. 2015)
- *Lanisa Kitchiner, African, Howard Univ. (2012–10 Jan. 2016)
- Lutz Koepnick, German, Washington Univ. in St. Louis (2012–10 Jan. 2016)
- §Richard M. Ohmann, English, Wesleyan Univ. (2010–12 Jan. 2014)
- *Mecca Jamilah Sullivan, English, Univ. of Pennsylvania (2012–10 Jan. 2016)

Vote for any three nominees.

Ginny Carney. Pres., Leech Lake Tribal Coll.

PhD, Univ. of Kentucky. Previous appointments: Univ. of Kentucky, 1993–97; Univ. of Alaska, Anchorage, 1990–93. Dissertation fellowship, Southern Regional Educ. Board, 1997–98; Frances C. Allen Fellowship for Native Women, Newberry Library, 1998. Visiting appointment: Eastern Kentucky Univ., 1998–2001. Scholars for the Dream Travel Award, CCCC, 1997; Ellershaw Award (for outstanding English grad. student), Univ. of Kentucky, 1997–98; Academic Writer of the Year, Wordcraft Circle of Native Writers and Storytellers, 2001; outstanding faculty member award, Leech Lake Tribal Coll., 2004. Board of directors, Native Amer. Lit. Symposium, 1995–; board of directors, Amer. Indian Higher Educ. Consortium, 2008–. Membership ch., Assembly on Lit. and Culture of Appalachia, CCCC/NCTE, 1993–99; vice pres. (1997) and pres. (1998–99), Assn. for the Study of Amer. Indian Lits.; natl. caucus board, Wordcraft Circle of Native Writers and Storytellers, 2003–05. MLA activities: exec. comm., Div. on Amer. Indian Lits., 2001–05; Comm. on Community Colls., 2003–06.

Publications include: *Dancing on New Ground: The Life of Morningstar Conner* (1997), *Eastern Band Cherokee Women: Cultural Persistence in Their Letters and Speeches* (2005); contrib., *North American Speakers of the Eastern Woodlands: Selected Speeches and Critical Analyses* (2001), *Academic Cultures: Professional Preparation and the Teaching Life* (2008), *The People Who Stayed: Southeastern Indian Writing after Removal* (2010); articles in *Early American Literature*, *Wicazo Sä Review: Journal of Native American Studies*, *Studies in American Indian Literatures*, *Journal of the Assembly of Rural Teachers of English*, *Appalachian Heritage*.

Statement

While serving several years ago as a member of the executive committee on the Division on American Indian Literatures and as a member of the Committee on Community Colleges, I was greatly encouraged by the support of the MLA for American Indian languages, literatures, and cultural studies, as well as for the work of tribal colleges and other two-year institutions. As president of a two-year tribal college, however, I have become painfully aware of the dearth of ethnic minority students completing doctoral programs—especially in the humanities—and of how this shortage inhibits the recruitment and retention of minority faculty members, staff members, and students in educational programs across the nation.

According to a recent report from the Institute for Higher Education Policy, America can “only meet the ambitious goal of having the highest proportion of college graduates in the world by 2020 if we tap the expertise of minority-serving institutions”—schools that, “at a time when a more diverse teaching force is urgently needed, are graduating nearly half of all minorities with teaching degrees.” As a member of the Executive Council, I will work diligently with others to develop programs that would lessen the potential for transfer shock, especially among low-income, first-generation, and underrepresented students transferring from two-year to four-year institutions; implement recruitment practices that would encourage more ethnic minority students to pursue teaching degrees in the humanities; and advocate for stronger cultural-awareness programs for humanities students who aspire to teach in an increasingly diverse and global society.

Alicia M. de la Torre Falzon. Prof. Spanish, Northern Virginia Community Coll., Annandale Campus (NVCC).

PhD, George Washington Univ. Asst. dean of langs. and lit., NVCC, 1996–99, 2006; vice ch., Coll. Senate, NVCC, 2004–05; vice ch., Annandale Campus Council, NVCC, 2004–05. Previous appointment: American Univ., 1983–93. NEH summer inst. fellowship, 1992. Service award, Student Govt. Assn., NVCC, 1997, 1999, 2000. Ch., Foreign Lang. Peer Group, Virginia Community Coll. System (VCCS), 1996–98; coordinator, VCCS Foreign Lang. Conference, 1998. Consultant (for Spanish), Coll. Level Examination Prog., Coll. Board, 2003; Introductory Spanish Symposium, McGraw-Hill, 2007. Corresponding sec., Academic Assn. for the Quincentenary 1492–1992 (Washington Metropolitan Area); AATSP. MLA activities: Delegate Assembly, 2005–07; Comm. on Community Colls., 2007–10 (ch., 2009–10).

Publications include: contrib., *Language/30* (Spanish course, 1992).

Statement

A member of the MLA since 1984, I have taught Spanish as an adjunct at American University and as a full-time professor at Northern Virginia Community College (NVCC). My service at both institutions attests to my agile teaching abilities, my dedication to assisting my colleagues in program and student development, my efforts to recruit and retain students, and my engagement in community outreach. While at the MLA, I served in the Delegate Assembly and on the Committee on Community Colleges, which I also chaired. At NVCC, serving as an associate in the Center for Excellence in Teaching and Learning gives me the opportunity to mentor and guide colleagues in the areas of pedagogy and classroom management. I have also served two terms as assistant dean and was involved in the budgeting process, faculty hiring, class scheduling, developing course offerings, and resolving student issues. The insights I have gained from these experiences have allowed me to engage in many of the yearly discussions held at MLA conventions. I believe that my years of experience teaching, working with students in the classroom, and advocating for

their needs to student development organizations will allow me to serve effectively on the MLA Executive Council. If elected, I believe that my background and 29 years of experience will allow me to act as an advocate for two-year colleges and identify ways in which faculty members at four-year institutions could partner with community college faculty members.

Stacey Lee Donohue. Prof. English, Central Oregon Community Coll.

PhD, Graduate Center, City Univ. of New York (CUNY). Provost Teaching Fellowship, CUNY, 1993–94. Adrienne A. Munich Dissertation Prize in Women’s Studies, Graduate Center, CUNY, 1996; Natl. Distinguished Humanities Educators Award, Community Coll. Humanities Assn., 2007; Faculty Achievement Award, Central Oregon Community Coll., May 2008. Community Coll. Humanities Assn., NCTE, Two-Year Coll. English Assn. MLA activities: Comm. on Community Colls., 2002–05 (ch., 2003–05); Delegate Assembly, 2008–Jan. 2011; Comm. on Academic Freedom and Professional Rights and Responsibilities, 2008–11; Program Comm., 2011–14. Ed., *Community College Humanist*, 2002–07.

Publications include: contrib., *Twenty-Four Ways of Looking at Mary McCarthy* (1996), *Irish American Fiction: William Kennedy and Mary Gordon* (1996), *Significant Contemporary Feminists* (1998), *Catholic Women Writers: A Bio-critical Sourcebook* (2001), *African American Autobiographers: A Bio-critical Sourcebook* (2002), *The Columbia Companion to American History on Film: How the Movies Have Portrayed the American Past* (2004), *American History through Literature, 1870–1920* (2006), *An Encyclopedia of Ethnic American Literature* (2006), *An Encyclopedia of African American Literature* (2006), *The Multimedia Encyclopedia of Women in Today’s World* (2011), *New Catholic Encyclopedia* (2012); articles in *Working Papers in Irish Studies*, *ADE Bulletin*.

Statement

This year, in recognition of the changed landscape of our profession, the Nominating Committee has selected several faculty members whose careers have primarily been at community colleges. Our particular professional experiences allow us to provide the MLA leadership with a unique and valuable perspective. We also bring to the table years of experience working in leadership roles on our own campuses as well as within the MLA governance structure, giving us the broader perspective needed to represent the entire membership. Make sure we are elected.

In my service on three MLA committees (the Committee on Community Colleges, the Committee on Academic Freedom and Professional Rights and Responsibilities, and the Program Committee) and my work as a member of the Delegate Assembly, I have been challenged to understand and respond to the needs of *all* MLA members: the tenured, the untenured, full- and part-time teachers, graduate students, and independent scholars. As a member of the Executive Council, I will diligently support ongoing council efforts to respond to the changing demographics and working conditions of the professoriat, including collecting and sharing data and tools in the Academic Workforce Data Center and the Academic Workforce Advocacy Kit. I will help maintain the MLA’s leadership role in improving the status of all faculty members through work with the Coalition on the Academic Workforce. At the same time, I will work with colleagues to seek ways to lend support to MLA members who hope to embrace change and lead institutional transformation proactively.

Donald E. Hall. Herbert and Ann Siegel Dean, Coll. of Arts and Sciences, and prof. English, Lehigh Univ.

PhD, Univ. of Maryland. Previous appointments: Jackson Distinguished Prof., West Virginia Univ., 2004–11; California State Univ., Northridge, 1991–2004. Fulbright Inter-Country Lecture Fellowship (Finland), 2005. Visiting appointments: Univ. of Victoria, 2001; Karl Franzens Univ. (Austria), 2005, 2010; Univ. of Helsinki, 2006; Univ. of Malmö, 2007; Univ. of Szeged (Hungary), 2008; Babes-Bolyai Univ. (Romania), 2009. Univ. Distinguished Teaching Award, California State Univ., Northridge, 1994. Consultant, Amer. Council on Educ., 2009; natl. review comm., Fulbright Specialist Prog., CIES, 2009–12. Exec. Comm. (2010–Jan. 2013) and pres. (2012–Jan. 2013), ADE; NCTE. MLA activities: Delegate Assembly, 1998–2000, 2001–03; exec. comm., Div. on Prose Fiction, 1998–2002; Task Force on Evaluating

Scholarship for Tenure and Promotion, 2004–06; Program Comm., 2007–09, 2012; *Profession* Advisory Comm., 2010–11. Series ed., *Victorian Critical Interventions*, Ohio State Univ. Press, 2002–; consulting ed., *Victorian Poetry*, 2004–. Ed. advisory boards: *Victorian Poetry*, 1995–; *Nineteenth-Century Prose*, 2000–; *College English*, 2006–; *Victorian Review*, 2006–; *SQS*, 2006–; *Victoriographies*, 2010–.

Publications include: *Fixing Patriarchy: Feminism and Mid-Victorian Male Novelists* (1996), *Literary and Critical Theory: From Basic Principles to Advanced Applications* (2001), *The Academic Self: An Owner's Manual* (2002), *Queer Theories* (2003), *Subjectivity* (2004), *The Academic Community: A Manual for Change* (2007), *Reading Sexualities: Hermeneutic Theory and the Future of Queer Studies* (2009); ed., *Muscular Christianity: Embodying the Victorian Age* (1994), *Professions: Conversations on the Future of Literary and Cultural Studies* (2001); coed., *RePresenting Bisexualities: Subjects and Cultures of Fluid Desire* (1996), *The Routledge Queer Studies Reader* (2012); guest ed., *Nineteenth-Century Prose* (1999), *ARIEL: A Review of International English Literature* (2001); guest coed., *College Literature* (1997), *Victorian Poetry* (2000); contrib., *American Diversity, American Identity* (1995), *The Gay and Lesbian Literary Heritage* (1995), *Mapping Male Sexuality: Nineteenth-Century England* (2000), *Queer Theory* (2004), *The Routledge Companion to Critical Theory* (2006), *Over Ten Million Served: Gendered Service in Language and Literature Workplaces* (2010); articles in *College English*, *Pedagogy*, *Teacher-Scholar*, *ADE Bulletin*, *Victorian Review*, *Profession*, *Chronicle Review*, *Inside Higher Ed*, *Chronicle of Higher Education*, *Victorian Poetry*, *ARIEL*, *Victorian Literature and Culture*, *Nineteenth-Century Prose*, *Critical inQueeries*, *College Literature*, *Children's Literature Association Quarterly*, *Modern Language Studies*, *Problems and Experiences in the Teaching of English*, *English Teaching Forum*.

Statement

I see the MLA as the most powerful and effective national advocate today for the study of languages, literatures, and cultures and for the centrality of those studies in higher education. While I recognize the limits that we as a professional organization face in terms of our power to change laws or institutional practices, we are also teachers, and as such I believe that the MLA has a key role to play in the refinement of local and national policy. This encompasses striving to improve the working conditions of all individuals employed in the academy, intervening in the ongoing discussion of common standards and curricula, and resisting the cynical use of academicians as scapegoats in some would-be culture war perpetrated by self-serving politicians and pundits. As a member of the Executive Council I would hope to assist in the inwardly directed work of refining best-practice models for the equitable treatment of job seekers and those employed across the landscape of higher education and in the outwardly directed work of advocating for national attention to the crisis in public funding for higher education and financial aid. It is my belief that an education in languages, literatures, and cultures is a key to an enriched personal and professional life. It is up to us—skilled wordsmiths that we are—to make that case publicly and powerfully.

Paula M. Krebs. Dean of humanities and social sciences, Bridgewater State Univ.

PhD, Indiana Univ. Previous appointment: Wheaton Coll., MA, 1991–2012. Ch., Dept. of English, Wheaton Coll., MA, 1999–2005. Henry Charles Chapman Fellowship, Inst. of Commonwealth Studies, Univ. of London, 1994; Amer. Council on Educ. fellowship, 2010–11. Faculty Advocate Award, Wheaton Coll. chapter, AAUP, 2004. Dir., Summer Inst. for Literary and Cultural Studies, Wheaton Coll., 2008–12. Board of directors, Rhode Island Council for the Humanities. Exec. Comm. (2002–05) and Ad Hoc Comm. on the Status of African American Faculty Members in English (2005–06), ADE; Assn. of Amer. Colls. and Univs. MLA activities: Nominating Comm., 2009–10. Ed., *Academe*, 2005–09; ed. board, *Feminist Teacher*, 1984–97.

Publications include: *Gender, Race, and the Writing of Empire: Public Discourse and the Boer War* (1999); ed., Rudyard Kipling, *Kim* (2010); coed., *The Feminist Teacher Anthology: Pedagogies and Classroom Strategies* (1998); contrib., *White Women in Racialized Spaces* (2003), *After the Imperial Turn: Thinking with and through the Nation* (2003), *Approaches to Teaching Emily Brontë's Wuthering Heights* (2006), *Over Ten Million Served: Gendered Service in Language and Literature Workplaces* (2010); articles in *Victorian Studies*, *Victorian Literature and Culture*, *Nineteenth-Century Prose*, *History Workshop*, *Text*

and Context, Profession, ADE Bulletin, Academe, On Campus with Women, Chronicle of Higher Education, Inside Higher Ed.

Statement

After twenty years as a faculty member and department chair, I wanted to be able to effect some bigger changes in the higher education landscape, and so I made the move into administration. My interests are in making the case for liberal arts education as a public good, supporting the value of the humanities, and building public understanding of the connection between faculty working conditions and student learning. I work in the public humanities at the state level on the board of my state NEH affiliate and support increased MLA engagement with community organizations and the humanities beyond the academy. This kind of engagement enables us to make the case for the importance of language and literature to our cultural understanding of what makes us human and what makes communities of all sorts into communities. Diversity work that is confined to the academy is limited in its effectiveness—I am interested in a broad understanding of diversity that directs us to focus outward as well. I'd like to work on outreach that enables us to demonstrate the importance of higher education to the community at every level and, in turn, the importance of public and community support to higher education.

Maria Maisto. Adjunct prof. English, Cuyahoga Community Coll., OH.

Cofounder and pres., New Faculty Majority: The Natl. Coalition for Adjunct and Contingent Equity, 2009–; cofounder and exec. dir., New Faculty Majority Foundation, 2011–. MA, Georgetown Univ.; ABD, Univ. of Maryland, College Park. Previous appointment: Univ. of Akron. Distinguished Teaching Asst., Univ. of Maryland, 1999–2000. MLA activities: exec. comm., Discussion Group on Part-Time Faculty Members, 2012–Jan. 2017.

Publications include: coauthor, instructor's manual for *75 Arguments: An Anthology* (2007); contrib., *Imag(in)ing Otherness: Essays on Religion and Film* (1999), *Contemporary Colleges and Universities: A Reader* (2012), *Embracing Non-Tenure-Track Faculty: Changing Campuses for the New Faculty Majority* (2012); articles in *Liberal Education, Inside Higher Ed.*

Statement

As a master's degree holder in English, a former graduate teaching assistant, and a current non-tenure-track faculty member; as someone who had to leave a doctoral program in comparative literature ABD but who had a rewarding professional experience working with administrators and higher ed association leaders to support diversity initiatives and the professional development of academic deans; and as an unexpected activist, I believe I have experienced some of the most representative highs and lows of an academic career in contemporary higher education. I have tried to put these experiences to good use in helping to found and lead the New Faculty Majority and its affiliated foundation, which focus on improving student learning conditions by improving faculty working conditions.

I am gratified and energized by the MLA's advocacy for its most vulnerable and exploited members. I have been proud to see the organization emerge, especially in the last year, as a more powerful voice for excellence through equity, especially for contingent faculty members and for the disability community. I believe that this has been the result of a conscientious effort to engage members and potential members more actively and of a willingness to listen and learn even through disagreement and debate. As a member of the Executive Council, I would work to increase participation in the MLA by its most numerous and undervalued colleagues so that the work of the MLA may benefit from and reflect the rich experience and broad expertise of its most historically overlooked constituencies.

Miles McCrimmon. Prof. English, J. Sargeant Reynolds Community Coll., VA (JSRCC).

PhD, Univ. of Texas, Austin. Ch., Dept. of English, JSRCC, 1998–2001; faculty facilitator, Learning Communities, JSRCC, 2007–; coord., Advance Coll. Acad., JSRCC, 2011–. NEH summer seminar fellowship, 1995; site leader for dissemination grant, FIPSE, 2001–04. Coll. Service Award, JSRCC, 1994; Distinguished Achievement Award, JSRCC, 1999; Academic Scholar Award, JSRCC, 2005; Chancellor's Commonwealth Prof., Virginia Community Coll. System (VCCS), 2005–07; Excellence in Educ. Award,

VCCS, 2010. Exec. comm., Two-Year Coll. English Assn. Southeast, 2000–03; Task Force on Dual Credit / Dual Enrollment, Two-Year Coll. English Assn., 2010–12; Comm. on Dual Credit / Dual Enrollment, NCTE, 2010–12; Natl. Alliance of Concurrent Enrollment Partnerships; WPA; CCCC. MLA activities: Comm. on Community Colls., 2008–11; Delegate Assembly, 2011–Jan. 2014. Ed. boards: *Bedford Guide for College Writers*, 2003–04; Pearson MyCompLab, 2007–09.

Publications include: instructor’s manual for *The World Is a Text* (2002; 2nd ed., 2005; 3rd ed., 2008; 4th ed., 2011), *The Flat World Knowledge Handbook for Writers* (2011); ed., *Open for Knowledge: Readings for College* (2012); contrib., *Lesson Plans for Teaching Writing* (2007), *College Credit for Writing in High School: The “Taking Care of” Business* (2010); articles in *Two-Year College English Association Southeast Journal*, *Teaching English in the Two-Year College*, *College English*.

Statement

More than a decade ago, the MLA moved proactively to recognize the importance of two-year colleges, whose students and faculty members make up nearly half of the postsecondary population, through the creation of the Committee on Community Colleges (CCC). My term of service on the CCC and my subsequent seat in the Delegate Assembly have convinced me that the MLA understands the mutual benefits of a rich and reciprocal partnership with two-year colleges. The MLA helps us meet the monumental responsibility of shaping the first, the most formative, and often the last postsecondary encounters our students will have with the humanities. In turn, the MLA relies on us to be the conduit through which the habits of mind of humanistic and critical inquiry are developed in the more than eight million students we serve. As a twenty-year veteran of community college teaching, I have navigated institutional borders strategically in order to learn, speak, and write from multiple perspectives. My collaborations with high school teachers and with four-year-college and university faculty members have helped me appreciate the complexities of transfer and articulation in both curricular and pedagogical terms. I have witnessed firsthand the shifting fault lines between secondary and postsecondary institutions and between two-year and four-year colleges. Through this experience, I can bring the MLA Executive Council valuable insights about what is happening in the generative borderlands and liminal spaces of undergraduate education.

Part III: Voting for Special-Interest Delegates

Seventeen persons will be elected to replace delegates whose terms expire on 6 January 2013. The term of office will be from 7 January 2013 through the close of the January 2016 convention. The numbers preceding the nominees’ names correspond to the numbers assigned to the nominees on the paper ballot sheet.

The names of the thirty-seven special-interest delegates with continuing terms in 2013 appear at the MLA Web site (www.mla.org/del_assembly_members).

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

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

10. Jim Keller, Jr. Visiting assoc. prof. writing and English and dir., Learning Commons, Bard Coll.

PhD, Stony Brook Univ., State Univ. of New York. Participant, Lilly Teaching Fellows Faculty Learning Community Prog., Michigan State Univ. (MSU), 2006–07; participant, Lilly Teaching Fellows Prog., MSU, 2009–10. Nominee, Outstanding Faculty Award, Senior Class Council, MSU, spring 2009. Coed., *Writing from the Inside Out* (Bard Coll.), 2009–.

Publications include: *Writing Plural Worlds in Contemporary U.S. Poetry: Innovative Identities* (2009); contrib., *Poetry and Pedagogy: The Challenge of the Contemporary* (2006), *Reading the “Middle Generation” Anew: Culture, Community, and Form in Twentieth-Century Poetry* (2006).

Statement

I am honored to be nominated to the Delegate Assembly as a special-interest representative for Composition, Rhetoric, and Writing. If elected, I would work to apply a greater number of writing practices across the curriculum as well as to figure reflective writing more prominently in tutoring and academic support programs.

Having taught numerous classes in composition and rhetoric and writing-intensive courses in philosophy, American literature, graphic novels, and poetry and poetics, I have found that the best learning includes a reflective component and that writing provides an exemplary occasion for student reflection. But to encourage reflective learning in students requires the teacher not only to have mastered a chosen field but also to practice an additional set of methods for using writing as a tool for discovery in almost every discipline. As a delegate, I would set out to design, collect, and publish a survey of writing practices that teachers can use to expand the range of student inquiry.

The best learning has a social component, too. And this component needs to arise not only in the classroom but in the co-curriculum as well. In addition to teaching, I currently oversee the training of drop-in writing tutors as well as writing fellows, who serve as tutors dedicated to particular writing-rich courses across the curriculum, and these programs have been met with enormous student enthusiasm. As a delegate, I would work to develop similarly effective writing-based support programs for emerging scholars.

11. Steven H. Shoemaker. Asst. prof. English and dir., Roth Writing Center, Connecticut Coll.

PhD, Univ. of Virginia. Participant, Data into Action Inst., Franklin Pierce Univ., June 2012. WPA, Ivy Plus Writing Consortium.

Publications include: ed., *Thinking Poetics: Essays on George Oppen* (2009); contrib., *Upper Limit Music: The Writing of Louis Zukofsky* (1997), *Contemporary Jewish-American Dramatists and Poets: A Bio-Critical Sourcebook* (1999), *Poetics@* (1999); articles in *Jacket Magazine*, *Scope: An Online Journal of Film Studies*, *Sagetrieb*, *Twentieth Century Literature*; poems in *Fulcrum*, *Big Bridge*, *Antonym*, *First Intensity*.

Statement

Like just about everyone else I know, I'm concerned about the current state of the economy and its impact on higher education. More specifically, I'm concerned about the worsening crisis of the humanities and the particular plight of small liberal arts colleges in a social and political climate more and more characterized by the demand for instrumental assessments of the value of college degrees. One challenge, then, is for us to do a better job of articulating, and advocating for, the benefits of a liberal arts education, an education that should (and usually does) take the teaching of good writing to be a crucial element of its core mission. As we make the case for the continuing relevance and power of a liberal arts education, I think we'll also need to do a better job of coming to terms with the ways new media technologies are influencing the (rapidly evolving) nature of writing and of figuring out how to make sure our writing pedagogies are responsive to these developments. I would like to see the MLA address these issues head-on, and I would be an eager participant in the ensuing discussions—which should be directed toward rethinking writing pedagogy and coming up with new plans of action, both at the level of classroom instruction and at the level of writing program design.

II. Creative Writing (1 contest)

12. David Galef. Prof. English, Montclair State Univ.

PhD, Columbia Univ. Henfield Foundation grant, 1981–82; Yaddo writing fellowship, 1991, 2001; Mississippi Arts Council grant, 1997–98; Ragdale writing fellowship, 2001; Fulbright fellowship (Tokyo), 2008; Virginia Center for Creative Arts writing fellowship, 2011. Writers Exchange Award, Poets & Writers, 1991; Whatley Award (for best essay in *Studies in Popular Culture*), Popular Culture Assn. in the South, 1991; featured poet (in Spring-Summer 2006 issue), *Light: A Quarterly of Light Verse*; Best Books of 2006 (for *How to Cope with Suburban Stress*), *Kirkus Reviews*; winner (for *My Date with Neanderthal*

Woman), Short-Story Collection Contest, Dzanc Books, 2009. Judge, literary magazine competition, Mississippi Scholastic Press Assn., 1994–2005; judge, AWP Prize for the Novel, 1999; referee, Fulbright fellowships, 2009–. Fiction ed., Univ. Press of Mississippi, 2002–07; ed. board, *Twentieth Century Literature*, 1996–.

Publications include: *The Supporting Cast: A Study of Flat and Minor Characters* (1993), *Flesh* (novel, 1995), *Turning Japanese* (novel, 1998), *Laugh Track* (short stories, 2002), *How to Cope with Suburban Stress* (novel, 2006), *Flaws* (poetry, 2007), *Lists* (poetry, 2007), *A Man of Ideas and Other Stories* (short stories, 2008), *Apocalypses* (poetry, 2009), *My Date with Neanderthal Woman* (short stories, 2011); ed., *Second Thoughts: A Focus on Rereading* (1998), Thomas Hardy, *Tess of the d'Urbervilles* (2005); coed., *20 over 40* (short story anthology, 2006); contrib., *British Writers*, Supplement II (1992), *The Columbia History of the British Novel* (1994), *British Writers*, Supplement III (1996), *John Osborne: A Casebook* (1997), *Psychoanalyses/Feminisms* (2000), *Day Late, Dollar Short: The Next Generation and the New Academy* (2000), *Dictionary of Literary Biography*, vol. 278 (2003); scholarly articles in *Symplokē*, *Children's Literature Association Quarterly*, *Twentieth Century Literature*, *English Studies*, *Journal of the American Academy of Psychoanalysis and Dynamic Psychiatry*, *South Atlantic Review*, *Southwest Review*, *Studies in the Novel*, *Restoration*, *Literary Imagination*, *Common Review*, *Journal of Modern Literature*, *American Literature*, *Literature/Film Quarterly*, *Studies in the Literary Imagination*, *Salon.com*, *Science Fiction Studies*, *L'époque conradienne*, *Studies in Popular Culture*, *Lion and the Unicorn*, *Journal of Popular Culture*, *Verbatim*, and others; fiction, poetry, and essays in numerous journals.

Statement

My first tenure-track job was in British modernism. After I'd published thirty short stories and a novel, the English department started giving me creative writing workshops to teach. I wound up running the MFA program while also teaching a battery of literature and creative writing courses. Over a dozen books later, I perform the same theory-and-practice straddle at my current institution. All of which is to say that I know both factions in English departments, and I work hard to make them function together. The critics feel that the writers aren't sufficiently rigorous, and the writers complain that the critics miss the point—but in fact both groups are engaged in the pursuit of literature. Moreover, a good workshop showcases literature as much as a course in a literary genre or period does.

As a professor in both fields, as well as a creative writing program director, I also have the attention of a broad swath of academics and administrators. When money is tight and those in power cut funding, we need practical arguments for why creative writing matters. I've made successful pitches to everyone from students and faculty members to college presidents, private donors, and politicians. Creative writing doesn't just encourage art and enrich lives; it also attracts publicity and is perfect for community outreach. And in an era of attacks on the humanities, creative writing enrollments are still rising. As an MLA delegate, I look forward to making these points and gaining more support for our field.

13. No candidate

III. Ethnic Studies (2 contests)

14. **Hertha D. Sweet Wong**. Assoc. prof. English, Univ. of California, Berkeley.

PhD, Univ. of Iowa. Ch., Dept. of Art Practice, Univ. of California, Berkeley. NEH summer seminar fellowship, 1988; NEH summer stipend, 1989; ACLS fellowship, 1992–93. Program comm. (1992), Council (1992–95), Exec. Comm. (1994–95), and Site Resource Comm. (2006), ASA; pres., Assn. for the Study of Amer. Indian Lits., 1992–94; Exec. Council, Soc. for the Study of Narrative Lit., 1993–95; sec. (2007–09), Prog. Selection Comm. (2007–08), and Conference Planning Comm., (2007–08), California ASA. MLA activities: exec. comm., Div. on Ethnic Studies in Lang. and Lit., 1992–96; Comm. on the Lits. and Langs. of America, 1995–98 (coch., 1997–98); exec. comm., Div. on Autobiography, Biography, and Life Writing, 1997–2001.

Publications include: *Sending My Heart Back across the Years: Tradition and Innovation in Native American Autobiography* (1992); ed., *Louise Erdrich's Love Medicine: A Casebook* (2000); coed., *Family of Earth and Sky: Indigenous Tales of Nature from around the World* (1994), *Reckonings: Contemporary Short Fiction by Native American Women* (2008); guest ed., *a/b: Auto/Biography Studies* (1992); contrib., *Narrating Mothers: Theorizing Maternal Subjectivities* (1991), *Native American Women: A Biographical Dictionary* (1993), *Autobiography and Postmodernism* (1994), *Modern American Short Story Sequences: Composite Fictions and Fictive Communities* (1995), *American Nature Writers* (1996), *Dictionary of Literary Biography*, vol. 175 (1997), *Women, Autobiography, Theory: A Reader* (1998), *Mixed Race Literature* (2001), *The Cambridge Companion to Native American Literature* (2005); articles in *Iowa Review*, *American Literary History*, *ADE Bulletin*, *University Journal*, *American Indian Culture and Research Journal*, *Walt Whitman Quarterly Review*, *MELUS*.

Statement

In this era of traumatic cuts to public education, intensifying pressures to privatize public education and to model it on highly questionable for-profit educational programs, demands that education be reduced to cash-paying-job training and standardized test score accountability, and the full-out assault on inclusive education—exemplified by Arizona's attempt to ban the teaching of Chicano/a history, literature, and culture and its banning of books that express “alternative” United States histories, primarily those of Native Americans and Chicanos/as—it is imperative that educators articulate the (not merely monetary or political) value of an inclusive education. As an organization dedicated to the highest values of education, the MLA must continue to be a leader in resisting pressures to erase or censor the many and diverse voices within United States history and literature.

15. **Wenyng Xu.** Prof. English, Florida Atlantic Univ.

PhD, Univ. of Pittsburgh. Ch., Dept. of English, 2008–12; interim assoc. dean, Coll. of Arts and Letters, Florida Atlantic Univ., 2011–12. Mellon predoctoral fellowship, 1993–94; Fulbright lectureship (Xiamen Univ., China), spring 2002. Readers' Choice Award for Fiction, *Prairie Schooner*, 1992. Pres. (2009–11) and past pres. (2011–12), MELUS. Ed. board, *MELUS*, 2002–.

Publications include: *Ethics and Aesthetics of Freedom in American and Chinese Realism* (2003), *Eating Identities: Reading Food in Asian American Literature* (2008), *Historical Dictionary of Asian American Literature and Theater* (2012); guest coed., *MELUS* (2007); contrib., *Multiethnic Literature and Canon Debates* (2006), *The Womanist Reader* (2006), *A Companion to the American Short Story* (2010), *Contemporary Literary Criticism*, vol. 268 (2010); articles in *Asian American Literature: Discourses & Pedagogies*, *South Asian Review*, *Cultural Critique*, *Boundary 2*, *LIT: Literature Interpretation Theory*, *MELUS*, *Modern Language Studies*, *Victorian Literature and Culture*, *Paintbrush: A Journal of Multicultural Literature*.

Statement

Ethnic studies programs face more challenges than ever in the context of growing political and fiscal conservatism. What is happening in Arizona is affecting decision making on higher education at various levels. As a former president of MELUS (the Society for the Study of the Multi-Ethnic Literature of the United States), I want to pull my weight on the future of ethnic studies. In the next decade, paradigmatic changes are bound to occur in higher education, and it is our responsibility to influence the process and help shape the transformation.



16. **Warren Carson.** Prof. English and Assoc. Vice Chancellor for Academic Affairs, Univ. of South Carolina Upstate.

PhD, Univ. of South Carolina (USC). Earhart Foundation doctoral fellowship, 1990–91. North Carolina Natl. Bank Teacher of the Year, USC Upstate, 1989; Amoco Foundation Teacher of the Year, USC System, 1989; South Carolina Governor's Prof. of the Year, 1989, 2002, 2003; Diversity Advocate Award, USC Upstate, 2001, 2006; Outstanding Service Award, CLA, 2006, 2008, 2012. Consultant, AP

examination in English lit., Coll. Board, 1993–; selection comm., Weatherford Award, Berea Coll. Appalachian Center / Appalachian Studies Assn., 2003–; Test Development Comm. (English lit.), Coll. Board, 2004–11 (ch., 2008–11); consultant, Educational Policy Improvement Center, 2006–08; reviewer, Southern Assn. of Colls. and Schools, 2007–; panelist, NEH, 2010; ch., Coll. Composition Development Comm., Coll. Level Examination Prog., Coll. Board, 2010–. Ad Hoc Comm. on the Master’s Degree, ADE, 2008–11; pres., CLA, 2010–12. Assoc. ed (2011–) and advisory ed. (1996–2011), *CLA Journal*.

Publications include: contrib., *The Oxford Companion to African American Literature* (1997), *Re-Veiling James Baldwin: Things Not Seen* (2000), *The Encyclopedia of African American Women Writers* (2007), *The Encyclopedia of African-American Literature* (2007), *The Richard Wright Encyclopedia* (2008), *The Cambridge History of African American Literature* (2011), *Icons of African American Literature: The Black Literary World* (2011); articles in *African American Review*, *College Language Association Journal*, *Southern Literary Journal*, *Appalachian Heritage*, *Black Issues Book Review*.

Statement

At this point in my career, I am most concerned about the opportunity for diverse voices to participate in national conversations on matters that concern all of us in the teaching profession, including the state of the profession for those who work it, access and equity for those who wish to participate in the educational process, and the continuing roles of languages and literatures in the academy in these days when the humanities are often held hostage by those who insist on the economic bottom line. Further, I am interested in how we will continue to teach minority literatures, specifically African American literature, going forward into postracialism and postblackness, which some ill-informedly equate as the “death” of African American literature.

17. **Dolan Hubbard.** Prof. English, Morgan State Univ.

PhD, Univ. of Illinois, Urbana. Ch., Dept. of English and Lang. Arts, Morgan State Univ. NEH fellowship, 1985–86; Carolina Minority Postdoctoral Scholar, Univ. of North Carolina, Chapel Hill, 1986–88; NEH summer stipend, 1991; Sheila Biddle Ford Foundation Fellow, Du Bois Inst. for African and African Amer. Research, Harvard Univ., spring 2012. Ch., steering comm., Summer Inst. for Literary and Cultural Studies, Wheaton Coll., MA, 2008–. Pres., CLA, 1994–96; pres., Langston Hughes Soc., 2000–06; pres., administrative comm., South Atlantic ADE, 2002; Exec. Comm., ADE, 2002–04. MLA activities: exec. comm., Div. on Black Amer. Lit. and Culture, 1993–97; Program Comm., 1998–2001; Delegate Assembly, 1999–2001.

Publications include: *The Sermon and the African American Literary Imagination* (1994); ed., *Recovered Writers / Recovered Texts: Race, Class, and Gender in Black Women’s Literature* (1997), *The Collected Works of Langston Hughes*, vol. 4 (2001), *The Souls of Black Folk One Hundred Years Later* (2003); preface, Richard K. Barksdale, *Praisesong of Survival: Lectures and Essays, 1957–89* (1992); contrib., *The Intimate Critique of Autobiographical Literary Criticism* (1992), *The Oxford Companion to African American Literature* (1997), *Organizing Black America: An Encyclopedia of African American Associations* (2001), *W. E. B. Du Bois and Race: Essays Celebrating the Centennial Publication of The Souls of Black Folk* (2001), *A Historical Guide to Langston Hughes* (2004); articles in *African American Review*, *Centennial Review*, *College Language Association Journal*, *ADE Bulletin*, *Langston Hughes Review*, *Middle Atlantic Writers Association Review*.

Statement

In these difficult economic times, it is important that the academic community reaffirm its commitment to train the next generation of the faculty, one that is diverse and prepared to compete as first among equals in the global community. New faces bring new focuses to the field, from postcolonial theory to working-class literature. As many graduate English departments have reduced the number of new PhD students admitted in recent years, they run the risk of narrowing a field that should be expanding its coverage and areas of representation.

My own education in speaking for the humanities comes from my collaborative work as an editor and as a member of various MLA committees, from leadership positions in various organizations, and from

my experience as a department chair who sought and took advice from many groups concerned with language, literature, literacy, and the shape of our future.

IV. Foreign Language Teaching (1 contest)

18. **Derrick Miller.** Asst. prof. German, Univ. of North Carolina, Wilmington.

PhD, Univ. of North Carolina, Chapel Hill. Fulbright fellowship, 2000–01; Eleanore and Harold Jantz Fellowship, David M. Rubenstein Rare Book and Manuscript Library, Duke Univ., 2009. Hans Turley Prize in Queer Eighteenth-Century Studies, ASECS, 2011. Coch., Gay and Lesbian Caucus, ASECS, 2005–07.

Statement

Foreign language teachers have long been considered among the most expendable on university campuses. Arguments for the value of foreign language education are failing. Administrators claim to prepare students for an increasingly globalized world while also refusing to hire full-time faculty members to teach its languages. As a result, ever fewer foreign language teachers have the opportunity to fully develop their pedagogical practices, explore the connections between language and culture, and cultivate the mutual enrichment of research and teaching.

We have little ability to influence these developments at the individual and departmental levels, so the MLA must foster solidarity and collective action among its members. (1) We must insist that foreign language teaching and the teaching of literature and culture are not separate, hierarchically arranged endeavors. Rather, they constitute a continuum and mutually strengthen one another. (2) We must insist that language programs do not compete with one another. Rather, they complement each other. (3) And most important, we must insist that the exploitation of adjunct instructors undermines our profession.

Working conditions for foreign language teachers will continue to deteriorate as long as contingent labor remains a cheap option. None of the MLA's positions on foreign language teaching will have any significant effect at institutional levels as long as most classes are taught by a disenfranchised workforce. Therefore, I would use my voice in the MLA Delegate Assembly to support the unionization of adjunct faculty members as the most necessary and effective strategy for improving the state of our profession.

19. **Per Urlaub.** Asst. prof. German, Univ. of Texas, Austin.

PhD, Stanford Univ. Hedwig Leser Lecture, Indiana Univ., Bloomington, spring 2012. Advisory board, Uranium Madhouse Theater Company (Los Angeles), 2011–. Pres., South Texas chapter, AATG, 2010–11.

Publications include: contrib., *AAUSC 2010: Critical and Intercultural Theory and Language Pedagogy* (2012); articles in *Dimension* (Southern Conference on Lang. Teaching), *International Association for Language Learning Technology Journal*, *Unterrichtspraxis*, *Academic Exchange Quarterly*, *Neues Curriculum: Journal for Best Practices in Higher Education German Studies*.

Statement

In recent years the profession has made significant progress toward integrating language teaching with training in literary and cultural studies. In an increasing number of foreign language departments, effective undergraduate curricula start preparing novice learners from the very beginning both linguistically and intellectually for upper-level course work, but instructors also still treat students in senior seminars as language learners. At the same time, these effective undergraduate curricula provide a dynamic training environment for graduate student instructors, who develop an understanding of the profession that transcends the two-tier curricular structure that continues to be the norm in some departments. I am fortunate to have served as an assistant professor and as my department's language program director since 2009, and I am able to continue the work of current and former colleagues and graduate students in order to refine a language program that integrates linguistic objectives with the cultural literacy that inspires students and qualifies them for upper-level course work. As a member of the MLA Delegate Assembly, my goal will be to

strengthen further the intimate bond that ties language instruction and the teaching of literature and culture. Strengthening this bond will help foster effective and sustainable undergraduate curricula and generate innovative environments for the professional development of our graduate students.

V. Gays and Lesbians in the Profession (1 contest)

20. **Katherine Biers.** Asst. prof. English, Columbia Univ.

PhD, Cornell Univ. Harper-Schmidt Fellowship, Soc. of Fellows in the Liberal Arts, Univ. of Chicago, 2002–06; Mellon Faculty Fellow, Cornell Univ., 2006–08.

Publications include: contrib., *Women's Experience of Modernity* (2003), *Kittler Now: Current Perspectives in Kittler Studies* (2012); articles in *Representations*, *Textual Practice*.

Statement

Although marriage equality currently is the most important civil rights issue for many, I believe the MLA needs to look beyond marriage to support all LGBTQ individuals and families regardless of their decision to marry. We should be encouraging colleges and universities to continue to offer domestic partner benefits, even if their state legalizes marriage equality, and we should continue to support and advocate for those university faculty members—tenured, untenured, and non-tenure-track—who work in states that have enacted marriage bans. Other important issues include lobbying university administrations to offset the federal tax penalty imposed on unmarried employees, gay or straight, who seek to make use of partner benefits; advocating to open up the benefits system to support households rather than couples; and providing whatever protection is possible for untenured or non-tenure-track faculty members who face harassment or who are at risk of losing their jobs due to their sexual orientation.

I have been active in regard to gay and lesbian issues since graduate school and most recently cotaught a course on gay marriage at Columbia Law School. I look forward to contributing to ongoing conversations about the MLA's role in supporting LGBTQ faculty members and their families.

21. **Heather Lukes.** Asst. prof. critical theory and social justice, Occidental Coll.

PhD, Univ. of California, Los Angeles. Ed. collective, *Women and Performance*, 2005–06; ed. board, *Journal of Critical Theory and Social Justice*, 2009–.

Publications include: contrib., *Homosexuality and Psychoanalysis* (2001), *America First: Naming the Nation in US Film* (2007); articles in *WSQ: Women's Studies Quarterly*, *Women and Performance*, *Criticism*, *Oxford Literary Review*.

Statement

In the context of the so-called crisis in the humanities, LGBTIQ faculty members, students, and curricula are especially vulnerable. Of equal concern are recent studies finding that queer faculty members (or those perceived to be) are more likely to receive lower student evaluations and to be passed over for promotion. I am interested in continuing robust dialogue about these issues and forging creative ways to ensure a healthy future for sexuality and gender studies in and between traditional and emergent disciplines.

VI. Independent Scholars and Alternative Careers (1 contest)

22. **Gabrielle Dean.** Librarian for English and the Writing Seminars, curator of modern literary rare books and manuscripts, and lecturer English, Sheridan Libraries, Johns Hopkins Univ. (JHU).

PhD, Univ. of Washington. Bourse d'accueil, École Normale Supérieure (Paris, France), 2000–01; Postdoctoral Fellowship in Academic Libraries (JHU), Council on Library and Information Resources, 2008–10. Webber Prize for Outstanding Teaching by a Grad. Student, Dept. of English, Univ. of Washington, 2005; Fredson Bowers Memorial Prize (for an outstanding essay in textual studies), Soc. for Textual Scholarship, 2009; Katharine Kyes Leab and Daniel J. Leab *American Book Prices Current* Exhibition Catalogue Award (for exhibition brochure), Rare Books and Manuscripts Section, Assn. of Coll.

and Research Libraries, 2011. Treasurer, Soc. for Textual Scholarship, 2012–. Managing ed., *Archive Journal*, 2011–; ed. board, *Dickinson Electronic Archive*, 2011–. Exhibitions curated: “A View of the Parade: H. L. Mencken and American Magazines,” Peabody Library, JHU, Aug.–Nov. 2009; “Reading the Peabody: Student Discoveries in Baltimore’s First Public Library,” Eisenhower Library, JHU, Nov. 2010–Jan. 2011; “Daily Miracles: Science in Everyday Life,” Eisenhower Library, JHU, Aug. 2011–Jan. 2012; “Remaking American Literature: Poe, Lanier, and Whitman In and Out of the Archive,” online, June 2012.

Publications include: contrib., *The Gay '90s: Disciplinary and Interdisciplinary Formations in Queer Studies* (1997), *Past or Portal? Enhancing Undergraduate Learning through Special Collections and Archives* (2012); articles in *Archive Journal*, *Modernism/Modernity*, *M/C Journal: Media and Culture*, *Text: An Interdisciplinary Journal of Textual Studies*.

Statement

My career trajectory exemplifies some of the urgent professional issues that academic humanists are reckoning with today. After a graduate education that was funded primarily by teaching assistantships—satisfying and relevant experience that I was glad to get but that paid poorly and extended my time in graduate school—I worked as an adjunct faculty member for several years before making the jump into the alt ac world. I was a Council on Library and Information Resources postdoctoral fellow in special collections at the Johns Hopkins library before joining the staff.

As a special collections curator, I often feel that I am reintegrating the roles of scholar and librarian, historically correlated jobs that were increasingly segregated in the 20th century. When I teach from and do research on our rare and archival materials, I learn more about their preservation needs and potential uses; this makes me a better steward and liaison to the scholarly community. At the same time, my own interdisciplinary approach to 19th- and 20th-century American literature has been immeasurably enriched by the daily problem-solving of stewardship. This hybridity—professional cross-training, if you will—is exciting and productive. But professional expectations are often unclear and the possibilities constrained by multiple and sometimes contradictory responsibilities.

As a delegate, I would give special attention to questions of professional identity, preparation and advancement for alt ac practitioners, as well as related scholarly and pedagogical concerns: interdisciplinarity, the digital humanities, and undergraduate and graduate education in a changing languages and literature environment.

23. Eric Zinner. Asst. dir. and ed. in chief, New York Univ. Press.

MA, Carnegie Mellon Univ. Editorial fellow, Jerusalem Intl. Book Fair, 2007.

Statement

Having wrestled with the pressing issues of scholarly communication for over 18 years, I am eager to directly engage the MLA. My delegate-unorthodox experience will I think bring useful and distinct perspectives to the decisions the organization is making about the publishing program; building the “commons” platform; and revisiting questions of copyright, intellectual property, and fair use.

At NYU Press, I was a principal investigator of a Mellon grant to develop parameters and tools for public online peer-to-peer review of scholarly monographs; developed with the dean of libraries a new position, Program Officer for Digital Scholarly Publishing; and supported copublishing experiments with Media Commons, a community network for scholars in media studies, to help the press explore and promote new forms of online publishing and vetting. I would be honored to think along with the MLA as we work through the transition from the printed page to the networked screen.

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

24. Melanie Anderson. Instructional asst. prof. Amer. lit., Univ. of Mississippi.

PhD, Univ. of Mississippi. J. L. and Diane Holloway Dissertation Fellowship, Univ. of Mississippi, 2008–09.

Publications include articles in *African American Review*, *Simms Review*, *Publications of the Mississippi Philological Association*.

Statement

At this moment in the profession, I believe that a major concern is the discrepancy between the number of individuals seeking jobs—both newly graduated PhDs and contingency faculty members still negotiating the job market—and the number of tenure-track jobs available to this pool of applicants. I am very interested in ways to support the professionalization process from graduate school to full-time employment (on the tenure track or not, as the case may be) and in ways to support contingent faculty members in the classroom and in higher education as a whole. As the profession seems to move toward more adjunct and non-tenure-track instructor hires, it becomes more apparent that these positions need recognition in the university structure and that the individuals filling these positions need preparation for these job opportunities and their attendant realities and a voice within this system.

25. **Leah Strobel.** Visiting lecturer Spanish, Indiana Univ., Bloomington.

PhD, Univ. of Pittsburgh. FLAS fellowship, summer 2003 (Univ. of Wisconsin, Madison), summer 2008 (FOCCA–Faculdade de Olinda, Brazil); Mellon fellowship, Univ. of Pittsburgh, 2008–09. LASA, NWSA. Coed., *Osamayor* (Dept. of Hispanic Langs. and Lits., Univ. of Pittsburgh), spring 2007.

Statement

As the dependence on the labor of lecturers, instructors, and adjuncts continues to grow in academic institutions, it is crucial that these employees have a greater voice in matters of job security and pay, have opportunities for professional development and to conduct scholarly research, and enjoy the same academic freedom as tenured faculty members. I have worked as a lecturer in two universities and as an adjunct at a community college, and I understand the unique challenges that employees in these positions face. While they are most often defined as members of the teaching faculty, non-tenure-track faculty members must also be equipped to meet the needs of the changing academic landscape through financial support for research and more opportunities for working across interdisciplinary boundaries. It is vital that we recognize the role these instructors play in forming the future of scholarship and teaching in languages and literatures and that we encourage dialogue between administrators and faculty members of different ranks to define this role. Moreover, I am encouraged by the MLA's recent proposals to protect the freedom of expression of academic employees. This support for academic freedom must be extended to non-tenure-track employees, who are often faced with the additional pressure of the job market, so that they may bring a high standard of education to their campuses. I am honored by this nomination and would look forward to addressing the concerns of my colleagues as a special-interest delegate.



26. **Nicole Calian.** Acting instructor Germanics, Univ. of Washington, Seattle; lecturer, Center for Univ. Studies and Programs, Univ. of Washington, Bothell.

PhD, Univ. of Washington, Seattle. Humboldt Foundation grant (Humboldt Universität Berlin), 2004; fellowship, Simpson Center for the Humanities, Univ. of Washington, 2006; dissertation fellowship, Grad. School, Univ. of Washington, 2007. Conference steering comm., Women in the Professions, Univ. of Washington, Bothell, 2011.

Publications include: contrib., *Im Schein der Laterna Magica - Hidden Patterns: Ausgewählte Schriften, Gedichte und Photographien* (2011); articles in *Scientia Poetica*, *Heinrich Heine Jahrbuch*, *E. T. A. Hoffmann Jahrbuch*.

Statement

Several issues I would like to take up for discussion: (a) whether it is possible to apply for grants and scholarships without losing one's position as a lecturer; (b) weighing the positive aspects of lectureship; (c) enhancing the collegial relationship between tenure-track and non-tenure-track faculty

members; (d) expectations for publication; (e) the trend toward increased hiring of lecturers and its meaning for the profession.

27. Jeongoh Kim. Lecturer English, Vanderbilt Univ.

PhD, Vanderbilt Univ. Fellowship, Robert Penn Warren Center for the Humanities, Vanderbilt Univ., summer 2006; Mellon fellowship, Vanderbilt Univ., summer 2006; dissertation fellowship, Center for Ethics, Vanderbilt Univ., 2006. North Amer. Soc. for the Study of Romanticism, ASECS, Intl. Soc. for the History and Theory of Intellectual Property, ICLA, Soc. for Utopian Studies, English Lang. and Lit. Assn. of Korea, Korean Soc. for Eighteenth-Century Studies.

Publications include articles in *English and American Cultural Studies*, *Nineteenth-Century Literature in English*, *Korean Society of Eighteenth-Century British Literature*.

Statement

I am honored to be nominated for a Delegate Assembly seat representing the invisible geographies of lecturers, adjuncts, and instructors. Under the regime of professionalism embedded in book publication, I should like to call attention to the changing intellectual ecology of American academe under the current conditions of the world economy. Through successive waves of recession—each more extensive and pervasive than the previous—the relation between the center and the periphery of academia has been radically altered. The ownership of professionalism from a stable, central place is, then, not adequate or sufficient for evaluating lecturers, adjuncts, and instructors. I am convinced that visibility and serviceability will be markers of the new reality of these groups and will provide the basis for economic and social stability, which in turn is a political guarantee for an effective defense of the humanities in the United States and in every quarter of world higher education. But I am speaking of the principle of cooperation based on mutual trust between the two regimes of professionalism or—to put it another way—based on genuine equality, which also concerns demographic, ethnic, and gender redistribution as described in the report of the MLA Task Force on Evaluating Scholarship for Tenure and Promotion. A specific group of this kind will fulfill the demand of the new commitment in academia and create a fully viable alternative to ongoing professionalism, one that combines academic assurance and economic insurance for the sake of a far better and more decent society.

VIII. Less-Taught Languages (1 contest)

28. Christopher E. Larkosh. Asst. prof. Portuguese, Univ. of Massachusetts, Dartmouth.

PhD, Univ. of California, Berkeley. Dir., Summer Prog. in Portuguese, Univ. of Massachusetts, Dartmouth. FLAS fellowship (Jagiellonian Univ., Krakow), summer 1990; Kosciuszko Foundation grant, 1991–92; Fulbright dissertation research fellowship (Univ. of Buenos Aires), 1994–95; Rockefeller postdoctoral fellowship, Center for Literary Studies, Federal Univ. of Minas Gerais (Brazil), 1998; postdoctoral fellowship, Translation Center, Univ. of Massachusetts, Amherst, 2003–04; Québec studies research grant, Gouvernement du Québec, 2010; Luso-Amer. Foundation research fellowship, Direção-Geral de Arquivos (Lisbon), 2011. MLA activities: exec. comm., Discussion Group on Translation, 2007–Jan. 2012; exec. comm., Discussion Group on Lusophone Lits. and Cultures outside Portugal and Brazil, 2008–Jan. 2013. Review ed., *Translation Studies*, 2012–; advisory board, *Flusser Studies*, 2008–.

Publications include: ed., *Re-Engendering Translation: Transcultural Practice, Gender/Sexuality, and the Politics of Alterity* (2011); contrib., *Teaching Translation and Interpreting 3: New Horizons* (1996), *Translation and Power* (2002), *Maschilità decadenti: La lunga fin de siècle* (2004), *Producing Presences: Branching Out from Gumbrecht's Work* (2007), *Indian Writers: Transnationalisms and Diasporas* (2010), *Mapping the World, Culture, and Border-Crossing* (2011), *Literature, Geography, Translation: Studies in World Writing* (2011), *Portuguese and Luso-Asian Legacies in Southeast Asia, 1511–2011*, vol. 1 (2011); articles in *Portuguese Literary and Cultural Studies*, *Translation Studies*, *French and Francophone Studies*, *Flusser Studies*, *TTR: Traduction, terminologie, rédaction*, *Social Dynamics*, *TOPIA: Canadian Journal of Cultural Studies*, *Annali d'italianistica*, *Estudios: Revista de investigaciones literarias y culturales*.

Statement

My educational background in comparative literature, teaching experience in two less commonly taught languages at the university level (Portuguese and Polish, alongside Italian, German, French, and Spanish), and research and publication in other less commonly taught world literary and cultural traditions (South and East Asian, Turkish, Native American) has made me particularly sensitive to the need to create durable institutional space for less commonly taught languages, literatures, and cultures both in United States and Canadian universities and beyond. With close to 250 million speakers, Portuguese is one of the most widely spoken languages in the world; along with other rapidly expanding global languages like Arabic, Turkish, Persian, Hindi-Urdu, Bengali, Malay-Indonesian, Vietnamese, Chinese, and Korean, the Portuguese language will also only continue to grow in global importance and influence over the course of the 21st century. Number of speakers is only one consideration, however; students can learn from a literary and cultural tradition in another language regardless of the number of speakers of the language, and smaller linguistic communities can often teach specific lessons about bilingualism, marginality, and indigenous cultural survival that larger and more culturally dominant linguistic communities cannot. As a specialist in world languages, literatures, and cultures, it is part of my longstanding commitment to ensure that the MLA continues to facilitate broad-based multilingual communication not only between linguistic groups in the United States and Canada, but also with linguistic communities beyond the limits of Western languages spoken in Europe and the Americas in other regions throughout the world.

29. **Pedro S. Pereira.** Asst. prof. Portuguese, Ohio State Univ., Columbus.

PhD, Brown Univ.

Publications include: contrib., *Para emergir nascemos: Estudos em rememoração de Jorge de Sena* (2000); article in *Luso-Brazilian Review*.

IX. Politics and the Profession (2 contests)

30. **Nathan Brown.** Asst. prof. English, Univ. of California, Davis.

PhD, Univ. of California, Los Angeles (UCLA). Board member, Faculty Assn., Univ. of California, Davis, 2011–12. SSHRC doctoral fellowship, 2002–06. Advisory comm., UCLA Project in Experimental Critical Theory, 2008–10; coord., *Conjuncture: A Series of Symposia on 21st-Century Philosophy, Politics, and Aesthetics*, Multimedia Inst. (Zagreb), 2009–.

Publications include: contrib., *Nanoculture: Implications of the New Technoscience* (2004), *Pre-Specifics: Some Comparatistic Investigations on Research in Design and Art* (2008), *The Speculative Turn: Continental Materialism and Realism* (2011); articles in *Qui Parle: Critical Humanities and Social Sciences*, *Radical Philosophy*, *Parallax*, *How2*.

Statement

I have been actively engaged in struggles to sustain the public character of the University of California system since taking up my position at UC Davis in 2008. In 2009 I was among the primary organizers of the UC system-wide Faculty Walkout, the largest coordinated protest in UC history. In November 2011 I took a public stand against the repression of political protest at UC Berkeley and UC Davis, authoring a widely circulated letter calling for administrative accountability for police violence against students.

I am concerned about the relation between the privatization of public education and the repressive policing of political protest on university campuses. My experience as a political organizer on the UC Davis campus and in the Bay Area has put me in touch with education activists throughout the UC system, around the country, and internationally. I want to bring this experience and their concerns to bear on my work with the Delegate Assembly.

31. **Steven William Thomas.** Asst. prof. English, Wagner Coll.

PhD, Penn State Univ. Vice pres. (2004) and pres. (2005), Grad. Student Caucus. MLA activities: Comm. on the Status of Grad. Students in the Profession, 2004–07. Ed. board, *Ogina: Oromo Arts in Diaspora*, 2008–12.

Publications include articles in *Early American Studies*, *CineAction*; review in *Early American Literature*.

Statement

As a special-interest delegate representing politics and the profession, I will be committed to working through the challenges and complexities that face the MLA in the twenty-first century, including issues such as online publishing, contingent labor, academic freedom, endangered indigenous languages, and international education, among others. My previous experience with such issues began when I was a graduate student at Penn State and served as vice president and then president of the MLA’s Graduate Student Caucus. I later served on the MLA’s Committee on the Status of Graduate Students in the Profession, which communicated with other caucuses and committees such as the Radical Caucus, the Committee on the Status of Women in the Profession, and the Committee on the Literatures of People of Color in the United States and Canada. Since then, I became an assistant professor at the College of St. Benedict and St. John’s University in Minnesota, where I served on two different committees for developing new intercultural education programs. I recently accepted a faculty position at Wagner College in New York and look forward to moving to Brooklyn as well as to renewing my service to the MLA.



32. **Lisa Cacho.** Assoc. prof. Latina/Latino and Asian Amer. studies, Univ. of Illinois, Urbana.

PhD, Univ. of California, San Diego. ASA, AAAS, Assn. for Cultural Studies, Intl. Communication Assn., LASA, Natl. Communication Assn., MELUS. Founding contributing ed., *Black Women, Gender, and Families*, 2005–10.

Publications include: *Social Death: Racialized Rightlessness and the Criminalization of the Unprotected* (2012); guest ed., *Hitting Critical Mass: A Journal of Asian American Cultural Criticism* (1998); contrib., *Immigrant Rights in the Shadows of Citizenship* (2008), *Strange Affinities: The Gender and Sexual Politics of Comparative Racialization* (2011); articles in *GLQ: A Journal of Lesbian and Gay Studies*, *Black Scholar*, *Latino Studies*, *Cultural Values*.

Statement

It’s a difficult time but an urgent moment to be political in our profession. There are many issues that we’re constantly and necessarily battling—student tuition hikes, academic freedom, highly exploited non-tenure-track faculty members, the corporatization of the university, the outsourcing of tenure decisions, aid for undocumented college students, unemployed PhDs, among others. Nationally, similar economic anxieties and job insecurities are not only heightening xenophobic sentiments but also exacerbating the nation’s growing anti-intellectualism, linking race, immigration, and education to attack the production, dissemination, and reception of knowledge. The adjective “professorial” is still being used to “other” our first Black president (as if people of color have the luxury of performing a “bottom of the class” identity). Unflattering moments of United States history (i.e., genocide, slavery, forced annexation, colonialism, and occupation) are being rebranded in secondary schools as socially irrelevant knowledge that inspires anti-Americanism. As someone with a PhD in ethnic studies employed in a Latino studies department, I am overly familiar with the *many* ways in which devalued disciplines and unpopular knowledges are rendered irrelevant, expensive, and dangerous—and then used to make already vulnerable people expendable both within and outside the academy. I’ve learned how to take multiple issues seriously and consider how they relate to one another simultaneously. What I can bring to this position is my experience of never knowing what it’s like not to have a political battle to fight.

33. **Yogita Goyal.** Assoc. prof. English, Univ. of California, Los Angeles.

PhD, Brown Univ. NEH fellowship, Schomburg Center for Research in Black Culture (New York, NY), 2003–04; President’s Research Fellowship in the Humanities, Univ. of California, 2007–08.

Publications include: *Romance, Diaspora, and Black Atlantic Literature* (2010); articles in *Research in African Literatures*, *Atlantic Studies*, *Modern Fiction Studies*, *Diaspora: A Journal of Transnational Studies*.

Statement

I am honored to be nominated to run for a special-interest seat in the Delegate Assembly. In my research on African American and postcolonial literatures and cultures I have sought to investigate the complex links between aesthetics and politics, refusing to reify either side, emphasizing the ethical value of literary study in a globalizing world. Teaching at a large public university at the epicenter of recent attacks on higher education under the guise of the financial crisis has attuned me to the specific challenges facing the future of the humanities. If elected, I would seek ways to address the urgent needs of graduate students (increase hiring to tenure-track positions and promote alternative careers) and contingent faculty members, to continue struggles to make university administrators understand the value of diversity and equity, and to bridge gaps between our scholarship and the broader public sphere.

X. Two-Year Colleges (2 contests)

34. **H. Edward Higginbotham.** Instructor English, Lawson State Community Coll., AL.

MA, Univ. of Alabama, Birmingham.

Publications include article in *Journal of the Association for the Interdisciplinary Study of the Arts*.

Statement

Through a career that has stretched from teaching at an inner-city high school to being a TA and an adjunct at Tulane University to my current position as an instructor at a community college I have developed a sense of the issues affecting us as teachers and scholars of language and literature, as well as the issues particular to each level of education. The two-year-college mission raises special concerns about practical and workplace literacy and service to a student population more diverse in terms of race, gender, class, and age than is found in the typical four-year institution. These diverse students also mean a wide spectrum of educational goals, which defy current attempts at evaluation with any sort of single rubric such as completion. In addition to concerns specific to the two-year college, our schools face the concerns of higher education more generally. Two-year colleges employ more contingent faculty members, engage in online education at a greater rate, and are experiencing pressures to create some standardized assessment as a higher education equivalent of No Child Left Behind. While departments of language and literature at all levels of higher education are (or will be) encountering these and similar issues, the two-year college usually does so earlier, and to a greater degree. I welcome the opportunity to address such concerns for the two-year college and for the profession as a whole.

35. **Harun Karim Thomas.** Asst. prof. English, Daytona State Coll., FL.

PhD, Univ. of Florida. Delores A. Auzenne Fellowship (Univ. of Florida), 2000, 2003; Natl. Inst. for Staff and Organizational Development Excellence Award, 2009.

Publications include articles in *Computers and Composition*, *Inventio*.

Statement

A common refrain in discussions about both higher education and politics is that we are living in times of budget cuts and shortfalls. Undeniably, we face urgent matters in both, which are inextricably linked. Compound this situation with global affairs and the result seems to be confounding complexities in perpetuity. At Harvard’s 361st commencement in May 2012, Fareed Zakaria urged graduates and alumni to suspend any preconceived notions about the status of the world existing in alarming disarray and to rethink

the possibilities of progress. His imploration was certainly not without qualification. Indeed, he conceded that all nations have their share of problems, but if we are to avoid impending crises, we must first recognize that things are already better than what they seem. He insisted that the world is “profoundly at peace.” From Zakaria’s address, we might consider one thread in particular as a point of departure for the status of the humanities in higher education: if the “problems we face . . . are real,” so too are “the human reaction and response to them.” This formulation is not so much an obvious or gross understatement as it is a genuine call for solidarity. I have taught at a two-year college for five years and have become more acutely aware of the differences and striking similarities between two-year and four-year schools. Serving humbly on the MLA’s distinguished Delegate Assembly will afford me the opportunity to take up Zakaria’s challenge, in a sense, in the spirit of the profession.



36. David Clemens. Instructor English, Monterey Peninsula Coll., CA.

MA, Sonoma State Coll. Coord., Great Books Certificate Prog., Monterey Peninsula Coll. Apgar Foundation grant, 2009, 2010, 2011, 2012. Allen S. Griffin Award for Excellence in Teaching, Community Foundation of Monterey County, 2006. Grant dir., Apgar Foundation, 2009–12. Educational/Consulting Advisory Board, Acceleration Studies Foundation, 2003–; regional dir., English Council of California Two-Year Colls., 2010–. Contributing ed., *Media and Methods*, 1984–94.

Publications include articles in *Chronicle of Higher Education*, *Community College Advocate*, *Teaching English in the Two-Year College*, *Inside English*, *Forum: A Publication of the Association of Literary Scholars, Critics, and Writers*, *Journal of Interdisciplinary Studies*, *Clarion Call*, *National Association of Scholars Blog*, *San Francisco Chronicle*.

Statement

My teaching career includes 15 years as an adjunct and 25 years tenured, both face-to-face classes and online. I was the first adjunct to chair the CTA/NEA/CCA Tenure and Academic Freedom committee, and I worked as labor organizer for CTA/NEA, formed my college’s faculty union, and served as first president and chief negotiator of the master contract. In the ensuing years, I have fought and won many battles over academic freedom, and I publish and blog nationally about education issues.

There is little need here to rehearse the treacherous prospects of the “higher education bubble”: the worsening cost/benefit ratio; grade inflation; a relentless undermining of tenure; the for-profit challenge; the redefinition of a college education as instrumental, practical, and technical rather than expansive and formative; disruptive technologies that may redefine or subvert the covenant between students and teachers; a pernicious antihumanism implied in student learning outcomes, “Big Data,” and the like. As a classic liberal and humanist, I defend the traditional liberal arts and condemn the dehumanization of students into what Martha Nussbaum calls “useful, docile, technically trained machines” and Jaron Lanier calls “the hive mind.” As an experimental laboratory of higher education, two-year colleges suffer deleterious changes sooner and so must be higher education’s early warning system and first line of defense.

37. No candidate

XI. Women in the Profession (3 contests)

38. Rachael King. Grad. student English, New York Univ. (NYU).

BA, Columbia Univ. Institutional service (NYU): convener, 18th-Century Colloquium, Dept. of English, 2009–11; grad. asst., Re:Enlightenment Project, Dept. of English, Mar. 2010–; convener, Digital Experiments Working Group, Dept. of English, 2011–. Critical Lang. Scholarship Prog., US Dept. of State, summer 2010; travel grant, ASECS, July 2012; dissertation grant, Council for Media and Culture, NYU, summer 2012; George B. Cooper Fellowship, Lewis Walpole Library, Yale Univ., Sept. 2012. Grad. asst., Dickens Project, Jan.–Aug. 2011. Conference presentations: 18th- and 19th-Century British Women Writers Assn., 2011; Victorian Futures (Dickens Project, Univ. of California, Santa Cruz), 2011.

Statement

As the proportion of adjuncts and non-tenure-track faculty members at American universities continues to increase, women at the same time have become the majority of the country's undergraduate population. As a graduate student and teaching assistant, I feel I have a special responsibility to discuss these trends with students and make them aware of continuing disparities affecting women at the undergraduate, graduate, and professorial levels. Even though, with the assistance of professional organizations such as the MLA, women have made tremendous gains in terms of pay equity and work-life balance, much remains to be done. Especially in the case of graduate students and untenured faculty members, both female and male, inadequate leave policies often necessitate taking unpaid time off to care for children or relatives—which means that many women postpone starting families until later in their careers. As a member of the Delegate Assembly, I would consider it my role to pursue the particular issues of graduate students with respect to the status of women in the profession.

My scholarly work concerns, in part, the eighteenth-century development of binary oppositions between categories such as masculine and feminine, public and private, factual and fictional, and professional and amateur. I have also helped to found a graduate-student working group investigating the skills and theory of the digital humanities, a field that—like computer science in general—still tends to be male dominated. I would welcome the opportunity to connect these disparate interests to the professional focus of the Delegate Assembly.

39. Stephanie Pietros. Grad. student English, Fordham Univ., Bronx.

PhD, Fordham Univ. Current appointment: asst. prof. English, Mount Saint Mary Coll. Institutional service (Fordham Univ.): pres., Grad. Student Assn., 2007–09; coch., Fordham English Assn. Conference, 2008; mentor, Teaching Practicum, Dept. of English, 2009–12; mentor, Undergrad. Service-Learning Prog., 2010, 2011; coord., Early Modern Dissertation Group, 2011–12; dir., Writing Center, 2011–12. Presidential scholarship, Grad. School of Arts and Sciences, Fordham Univ., 2006–12; Folger Shakespeare Inst. grant, fall 2007; grad. fellow, Collegium Colloquy on Catholic Higher Educ., Saint John's Univ., MN, June 2009; senior teaching fellowship, Grad. School of Arts and Sciences, Fordham Univ., 2009–10, 2011–12; McCloskey Fellowship, Fordham Grad. Student Assn., summer 2012. Seminar coorganizer, NEMLA, 2012. Ed. asst., *19th-Century Music*, 2006–11. Conference presentations: Voices across Borders (grad. student conference, Stony Brook Univ., State Univ. of New York), Feb. 2006; New England Medieval Studies Consortium Grad. Student Conference, Feb. 2007, Mar. 2008; Popular Culture Assn. / Amer. Culture Assn., 2007; Group for Early Modern Cultural Studies, 2008; Shakespeare Assn. of America, 2009, 2010, 2011, 2012.

Statement

In my time as a graduate student at Fordham University, I have had the opportunity to participate in conversations regarding the position of women in the profession generally and, through my work in planning an interdisciplinary symposium on Catholic feminism, in the particular context of religious institutions. In administrative capacities as president of the Graduate Student Association and later as director of the Writing Center, I have become increasingly aware of the need to advocate for women on issues such as health insurance, adequate maternity leaves, flexible schedules, and child care. As I begin a new position as a faculty member at another religiously-affiliated institution, I am excited for the opportunity to work with the MLA to help shape the conversation about these very important issues and the direction our profession takes to address them.

**40. Alessandra Benedicty.** Asst. prof. Caribbean and francophone lits., City Coll., City Univ. of New York (CUNY).

PhD, Univ. of Wisconsin, Madison; Diplôme d'Études Avancées, Université de Paris IV-Sorbonne. Title VI summer inst. fellowship, 2002; Marandon Fellowship, Société des Professeurs Français et Francophones d'Amérique, Sept. 2003; City SEED grant (for collaborative interdisciplinary research), City

Coll., CUNY, 2011; Professional Staff Congress–CUNY research award, 2011–12; participant, Andrew W. Mellon Seminar on Poverty, Center for the Humanities, Graduate Center, CUNY, 2012–13. Service award, Ministry of Foreign Relations, Govt. of Quebec, 2007; outstanding faculty award, Center for Worker Educ., Div. of Interdisciplinary Studies, City Coll., CUNY, 2009–10. Ambassador, Centre de la Francophonie des Amériques, 2008, 2009. Caribbean Philosophical Assn., Caribbean Studies Assn., Haitian Studies Assn., Soc. for Francophone Postcolonial Studies, Transnational and Transcolonial Caribbean Studies Research Group.

Publications include: contrib., *Typo/Topo/Poétique sur Frankétienne* (2008); articles in *Neue Romania*, *Journal of Haitian Studies*, *Contemporary French and Francophone Studies*, *Studies in Religion / Sciences religieuses*, *Small Axe: A Caribbean Journal of Criticism*.

Statement

As an avid advocate of the diplomatic process, I situate my statement within the context outlined in two recent articles: “For Women on Campuses, Access Doesn’t Equal Success” (MaryAnn Baenninger, *Chronicle of Higher Education*, 10/7/2011) and “The M.R.S. and the Ph.D.” (Stephanie Coontz, *New York Times*, 2/11/2012). Both emphasize the immense progress that women have made yet also point to challenges that still need to be met: most notably, nurturing a dialogue about gender, race, and cultural acceptance among faculty members, staff members, students, and the larger public. Similarly, I believe that approaches to research and scholarship, pedagogy, and administration are intimately interrelated. In other words, to examine and promote the work of women and other marginalized genders in the profession is to look closely at how we teach, how we create administrative structures and best practices, and how we engage the complex issues of gender in our research. Having worked in multiple domains—the university, cultural, and diplomatic sectors—what has struck me is the discrepancy between my own experiences and those of my colleagues. Sometimes I am elated at how far we’ve come, and other times I wonder at how slow change can sometimes seem. Given the global network that underpins academia today, I believe that it is essential to engage initiatives that create intergenerational and transcultural conversations among all members of the university community (publishers, faculty members, staff members, and students) and among colleagues at institutions both in the United States and abroad.

41. Basuli Deb. Asst. prof. English and women’s and gender studies, Univ. of Nebraska, Lincoln.

PhD, Michigan State Univ. Yunck Endowed Scholarship (for outstanding grad. student), Michigan State Univ., 2004–05; research project grant, Arts and Humanities Research Enhancement Fund, Univ. of Nebraska, Lincoln (UNL), 2010–11; research grant, Undergrad. Creative Activities and Research Experiences Prog., UNL, 2012–13. Excellence-in-Teaching Award, Michigan State Univ., 2004; award for best conference paper delivered by a grad. student, New York CEA, 2006; Certificate of Recognition for Contributions to Students, UNL Parents Assn., 2010.

Publications include: guest coed., *Postcolonial Text* (2012); contrib., *Ruminations on Violence* (2007), *Healing South African Wounds* (2009); articles in *Postcolonial Text*, *Humanities Underground*, *Atlantic Literary Review*.

Statement

Jointly appointed in English and women’s and gender studies, I emphasize translating feminist principles into action through outreach. If I am elected, I again hope to organize with women for addressing gender inequities that intensify during economic crisis: women in the humanities unequally experience contingent positions, layoffs, mergings and restructurings, TAslashes, cuts in women-related research and teaching, and glass ceilings. The pressure for achieving high quality productivity with dwindling institutional resources affects women’s physical and emotional health. Issues like sexual and gender harassment, maternity, child care, and domestic partnership increasingly take a back seat. Simultaneously, on the personal front, women are taking on care-giving responsibilities that are delegated under better financial conditions. My understanding about academic labor issues has been enhanced through my work as a graduate student with organizations affiliated with the American Federation of Labor and American Federation of Teachers. There I explored issues related to academic women, international workers, and scholars of color.

My research and teaching on transnational feminism, with its emphasis on coalition formations without losing sight of the specific needs of a diverse population, enables me to bring an inclusive perspective to this position. The association has done admirable work by moving the annual convention to a more family-friendly time and by documenting concerns of people of color. In keeping with the mission of the association, I am interested in projects and publications that will generate ideas about implementing changes to benefit women's professional and personal development in these difficult times.



42. Maurizia Boscagli. Assoc. prof. English, Univ. of California, Santa Barbara.

PhD, Brown Univ. Codir., Center for Modern Lit., Materialism, and Aesthetics, Univ. of California, Santa Barbara, 2009–12. Fellow, Pembroke Center for Research and Teaching on Women, Brown Univ., 1988–89; senior research fellow, Center for the Humanities, Wesleyan Univ., 1993.

Publications include: *Eye on the Flesh: Fashions of Masculinity in the Early Twentieth Century* (1996); coed. and contrib., *Joyce, Benjamin, and Magical Urbanism* (2011); trans., Antonio Negri, *Insurgencies: Constituent Power and the Modern State* (1999, 2009); contrib., *Mothers of Invention: Women, Italian Fascism, and Culture* (1995), *Italian Women Writers from the Renaissance to the Present: Revising the Canon* (1996), *Marketing Modernisms: Self-Promotion, Canonization, Rereading* (1996), *Burning Down the House: Recycling Domesticity* (1998); articles in *Modernism/Modernity*, *Discourse*.

43. Miriam L. Wallace. Prof. English, New Coll. of Florida.

PhD, Univ. of California, Santa Cruz. NEH fellowship, 2001–02; NEH summer seminar fellowship, 2003; participant, NEH summer inst., 2009; visiting research fellow, Lewis Walpole Library, Yale Univ., July 2012. Cowinner, Shirley Bill Teaching Award, ASECS, 1997. Selection comm. ch., Shirley Bill Teaching Award, ASECS, 1998; selection comm. ch., Émilie du Châtelet Award for Independent Scholarship, Women's Caucus, ASECS, 2000–01, 2006–07; coch., Women's Caucus, ASECS, 2003–06.

Publications include: *Revolutionary Subjects in the English "Jacobin" Novel, 1790–1805* (2009); ed., *Memoirs of Emma Courtney by Mary Hays and Adeline Mowbray*; or, *The Mother and the Daughter by Amelia Alderson Opie* (2004), *Enlightening Romanticism, Romancing the Enlightenment: British Novels from 1750 to 1830* (2009); contrib., *Rebellious Hearts: British Women Writers and the French Revolution* (2001), *Romantic Border Crossings* (2008), *Romantic Autobiography in England* (2009), *The Gordon Riots: Politics, Culture, and Insurrection in Late Eighteenth-Century Britain* (2012); articles in *European Romantic Review*, *Studies in Eighteenth-Century Culture*, *Woolf Studies Annual*, *English Language Notes*, *Studies in Voltaire and the Eighteenth Century*, *Journeys*, *Feminist Teacher*, *ThirdSpace*, *Journal of the History of European Ideas*.

Statement

Although women have reached parity in our profession, our numbers are concentrated in teaching institutions, in part-time or non-tenure-track lines, and often in critical composition, language, and writing-intensive nonprerequisite courses. Located at a small public undergraduate institution with heavy expectations for teaching, advising, mentoring, and institutional service, I, like many of us, struggle to find a sustainable balance. Both my local governance work (directing our interdisciplinary gender studies program from 2003 to 2006 during a period of turmoil in institutional leadership, directing our writing-intensive first-year seminars from 2009 to 2011) and my work with the Women's Caucus of ASECS have shown me the power of collaborative efforts to improve access and options for women academics. Professional panels at the North American Society for the Study of Romanticism and ASECS have helped me identify meaningful administrative work, identify scholarly projects that can be accomplished while doing important administrative work without a reduction in teaching load, be selective about requests to which one answers yes, and think carefully about professional timing. Women, especially women of color, have historically been drawn to teaching, to culture work, and to institutional service, so our voices have particular resonance in articulating the importance of humanistic fields and the difficulty of life-work balance. I'm interested in

how the MLA can make visible the value of literature and language work while identifying sustainable models for the blend of teaching, scholarship, and institutional maintenance that we all actually do every day.

Part IV: Voting for Regional Delegates

Thirty-four persons will be elected to replace delegates whose terms expire on 6 January 2013. The term of office will be from 7 January 2013 through the close of the January 2016 convention. The numbers preceding the nominees' names correspond to the numbers assigned to the nominees on the paper ballot sheet.

The names of the seventy-four regional delegates with continuing terms in 2013 appear at the MLA Web site (www.mla.org/del_assembly_members).

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

I. New England and Eastern Canada (3 contests)

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

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

MA and MPhil, Yale Univ. Institutional service (Yale Univ.): first-year class rep. (2005–06) and sec. (2007–09), Grad. Student–Faculty Liaison Comm., Dept. of Comparative Lit.; founding member (2006) and co-organizer (2009–10), Eighteenth-Century Studies Working Group; organizer, Baldwin-Dahl Memorial Lecture and Seminar, Dept. of Comparative Lit., 2006–07. Andrew W. Mellon fellowship, 2005–06; Beinecke Library summer research fellowship, 2008; Warnock Fellowship, Boswell Papers, Yale Univ., 2009; Whitney Humanities Center grad. fellowship, Yale Univ., 2009–10; Robert M. Leylan Prize Dissertation Fellowship, Yale Univ., 2009–10. Conference organizer: Early Modern Literature: 1500–1800 (interdisciplinary grad. conference, Yale Univ.), May 2009; The Past's Digital Presence: Database, Archive, and Knowledge Work in the Humanities (grad. symposium, Yale Univ.), Feb. 2010. Conference reporter, *The Great Mirror of Folly: Finance, Culture, and the Bubbles of 1720* (Yale Univ.), Apr. 2008. Conference presentations: English Student Assn. Conference, Graduate Center, City Univ. of New York, Mar. 2006; Transatlantic Eighteenth-Century Group conference, Dept. of English, Rutgers Univ., New Brunswick, Sept. 2006; ASECS, 2008, 2010; ACLA, 2009; Northeastern ASECS, 2010.

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

Statement

Like other graduate students embarking on job searches, I am acutely aware of perennial MLA concerns surrounding the contraction of humanities departments and the casualization of the academic workforce. With these issues in mind, I am interested not only in how graduate programs can better adapt to the shifting needs of the profession but also in how we can effectively advocate for the value of our research and teaching in the face of increasingly “product-driven” institutions. The digital humanities presents an area where I believe the MLA can make a lasting impact right now. Having recently brought together over 200 international and interdisciplinary students, faculty members, library staff members, technologists, and administrators for a digital humanities symposium, I am eager to creatively and constructively consider with the MLA the challenges and collaborative opportunities arising through the digital turn. Members of the MLA are experts in the instruction of language and literature, and we should lead the conversation on how students develop digital literacy as well. Amid such occasions for thoughtful expansion, I embrace the MLA's continued mission for linguistic study at all educational levels. Finally, as a parent with research interests in juvenile literature, I both study children and raise them. If elected to a delegate position, I would encourage resolutions that enable more equitable and family-friendly workplace environments.

101. **Anna Strowe.** Grad. student comparative lit., Univ. of Massachusetts, Amherst.

MA, Univ. of Massachusetts, Amherst (UMass, Amherst). Institutional service (UMass, Amherst): Grad. Student Senate, 2010–11; faculty search comm., Dept. of Comparative Lit., 2010–12; Faculty Senate Grad. Council, 2011–; Fellowships Comm., 2011–; Grad. Studies Comm., Dept. of Comparative Lit., 2011–12. North Amer. Postgrad. Scholarship, Univ. of Warwick (United Kingdom), 2005–06; fellow, Nida School of Translation Studies, 2010; univ. fellowship, Univ. of Massachusetts, 2011–12. Nominee, Distinguished Teaching Award, Univ. of Massachusetts, 2011. Organizing comm., Amherst-Binghamton Translation Studies Conference, 2008, 2009; seminar organizer and ch., ACLA, 2012. Ed. asst., *NEMLA Italian Studies*, 2010–. Conference presentations: Amherst-Binghamton Translation Studies Conference, 2007, 2008; Crossroads: A Grad. Conference in Comparative Lit. (UMass, Amherst), 2008, 2010; NEMLA, 2009, 2011, 2012.

Publications include articles in *Translator*, *Textus*.

Statement

As I have followed the work of the MLA in the area of public advocacy for the humanities in higher education over the past few years, I have been increasingly struck by how broad the task of the MLA is. As an organization we clearly must address questions about structures and methods within the academy, including the move away from tenure and toward adjunct and post-doc labor, the distribution of funding and support on college campuses, the role of the dissertation, and the requirements of graduate study as they relate to future demands and the realities of academia. But over the past few years, I've also seen the significance of the MLA's role as academic outreach, as a voice promoting and insisting on the importance of the humanities to an increasingly skeptical audience made up of politicians, voters, and taxpayers, not to mention parents and students.



102. **Benjamin Friedlander.** Prof. English, Univ. of Maine, Orono.

PhD, Univ. at Buffalo, State Univ. of New York. Ed., *Paideuma*, 1999–; ed. collective, Natl. Poetry Foundation, 1999–.

Publications include: *A Knot Is Not a Tangle* (poetry, 2000), *Simulcast: Four Experiments in Criticism* (2004), *The Missing Occasion of Saying Yes* (poetry, 2007), *Citizen Cain* (poetry, 2011); ed., Larry Eigner, *Areas Lights Heights: Writings 1954–1989* (1989), Robert Creeley, *Selected Poems, 1945–2005* (2008); coed., Charles Olson, *Collected Prose* (1997); articles in *Arizona Quarterly*, *ATQ*, *Chicago Review*, *Emily Dickinson Journal*, *Explicator*, *MELUS*, *PMLA*, *Poetics Today*, *Postmodern Culture*, *Qui Parle: Critical Humanities and Social Sciences*.

Statement

My particular concern at the present historical moment is the top-down, budgetary redefinition of higher education at public institutions like my own, which I perceive as a threat to literary and language study as a whole insofar as it shares in a much larger war on the life of the mind. I say this as a poet in the academy, committed to both literary and scholarly labor and to the sharing of those labors in the classroom as well as in publication. The life of the mind depends on the health of its institutional life, and the MLA, obviously, has a crucial role to play in safeguarding that health.

103. **William Peter Hogan.** Assoc. prof. English, Providence Coll.

PhD, Univ. of Michigan.

Publications include: ed., W. B. Yeats, *“The Golden Helmet” and “The Green Helmet”*: *Manuscript Materials* (2010); articles and reviews in *Langston Hughes Review*, *Journal of Modern Literature*.

Statement

If elected to the Delegate Assembly, I would hope first to represent the concerns of my colleagues in New England and Eastern Canada and also to try to voice the particular issues and perspectives of small liberal arts colleges within the landscape of higher education. Surely, humanities disciplines, and higher

education more broadly, face imposing difficulties in 2012. Among these, I'm particularly interested in the challenges and opportunities presented to our pedagogical and research practice by the Internet and in the ways in which we as a profession might articulate the value of humanistic study and learning in an economically perilous time when students (and their parents) seem increasingly skeptical of the humanities' "practical" (i.e., monetary) use. Finally, I think the MLA must continue its important work of addressing the scandal of exploited adjuncts and non-tenure-track faculty members in institutions of all shapes and sizes.



104. **Amy Boylan.** Asst. prof. Italian, Univ. of New Hampshire, Durham.

PhD, Univ. of California, Los Angeles. Dissertation year fellowship, Univ. of California, Los Angeles, 2002.

Publications include: contrib., *Approaches to Teaching Collodi's Pinocchio and Its Adaptations* (2006), *Mafia Movies: A Reader* (2011); articles in *Italian Studies*, *Italian Culture*, *Annali d'italianistica*.

Statement

Over the past several years I have become very concerned about the challenges faced by the humanities in academia and more generally. I see language study and language departments as particularly threatened by the increasing move toward corporatization of universities—a move that often devalues the relevance of studying languages and literature. The MLA has long provided support and facts that I have relied on to speak out against cuts to humanities and language programs, and therefore I feel honored to have been asked to stand for election to the Delegate Assembly. I am also particularly interested in the role of technology in the humanities and how it can be used to enhance courses while not replacing teachers in the classroom. One other issue that is important to me, especially in this economic climate, is the status and working conditions of adjuncts and non-tenure-track faculty members. However, if elected, I would not only concentrate on my personal interests but would represent the interests of all my colleagues in New England and Eastern Canada.

105. **Sara Kippur.** Asst. prof. French, Trinity Coll., CT.

PhD, Harvard Univ. Whiting Fellowship in the Humanities, Harvard Univ., 2008–09; Ruth Landes Memorial Research Fund grant, Reed Foundation, Jan.–June 2013.

Publications include: guest coed., *Journal of Romance Studies* (2006); articles in *a/b: Auto/Biography Studies*, *L'Esprit Créateur*, *Contemporary French and Francophone Studies*, *Journal of Romance Studies*.

Statement

I am particularly concerned about the place of foreign language study in the humanities and about the need to articulate clearly and transparently the coherence of our majors and the benefits they bring both practically and intellectually. At a time when liberal arts colleges need to defend the value of their core mission—the liberal arts—so as to maintain relevance, faculty members are in the crucial position of communicating forcefully their vital role in the academy. This is a role I would be committed to taking on in a public forum if elected as a delegate.

II. New York State (2 contests)

106. **William Michael Mudrovic.** Prof. Spanish, Skidmore Coll.

PhD, Univ. of Kansas. Dir., Master of Arts in Liberal Studies, Skidmore Coll. Business and publications ed., *Revista de estudios hispánicos*. Ed. boards: *Letras peninsulares*, *Anales de la literatura española contemporánea*.

Publications include: *Breaking New Ground: The Transgressive Poetics of Claudio Rodríguez* (1999), *Mirror, Mirror on the Page: Identity and Subjectivity in Spanish Women's Poetry (1975–2000)* (2008); prologue, Dionisia García, *Cordialmente suya (Antología 1976–2007)* (2008); contrib., *Llaves*

prestadas: Escritos sobre la obra poética y narrativa de Dionisia García (2003), *Contemporary Spanish Poetry: The Word and the World* (2005), Javier Moreno, *Poemas escogidos: Antología 1965–2005* (2005), *El español, baluarte del humanismo: Literatura, lengua y cultura* (2009), *Rumoroso cauce: Nuevas lecturas sobre Claudio Rodríguez* (2010); articles in *Hispania*, *Symposium*, *Revista hispánica moderna*, *Hispanic Poetry Review*, *Revista canadiense de estudios hispánicos*, *Anales de la literatura española contemporánea*, *Letras peninsulares*, *Campos de Agramante* (Puerto de Santa María, Spain), *Aventura* (Zamora, Spain), *Explicación de textos literarios*, *Journal of Hispanic Higher Education*.

Statement

As a member of the Department of Foreign Languages and Literatures and the director of the Master of Arts in Liberal Studies program at Skidmore College, I believe several aspects of higher education require immediate attention. The future of small liberal arts colleges and the affordability of education at all institutions are paramount. Providing a comprehensive and affordable education to deserving and diverse populations is another issue that we should continue to address. I am also dedicated to maintaining high academic standards and an intellectual rigor that encompasses both a strong general education background and the specific skills that will enable students to become productive members of society. Another crucial issue is students' firsthand exposure to other cultures through the study of language and study abroad. Interdisciplinary perspectives and student-directed as well as student-centered learning form part of my research agenda and an integral part of my pedagogical practice.

107. No candidate



108. **Omar F. Miranda.** Grad. student English, New York Univ.

MA, Boston Coll. Institutional service (Dept. of English, New York Univ.): founding member, Romanticist Reading Group, 2010–; organizer, Long Eighteenth-Century Colloquium, 2010–11; organizer, PhD recruitment weekend, 2011. DAAD stipend (Universität Leipzig), 2001–02; Henry M. MacCracken Fellowship, New York Univ., 2010–15. Lecturer, Liberal Arts Dept., Juilliard School, 2008–10. Conference presentations: *Sailing Away: Transatlantic and Transmediterranean Representations across Early Modern Worlds* (grad. conference, Dept. of Romance Studies, Duke Univ.), Sept. 2010; Warren I. Sussman Grad. Student Conference, Dept. of History, Rutgers Univ., New Brunswick, Mar. 2011; *Complicities: The Stony Brook English Grad. Conference*, Mar. 2011; *Sound and Unsound: Noise, Nonsense, and the Unspoken* (English grad. conference, Univ. of Virginia), Apr. 2011; *Borderlands and Meeting Points* (history grad. conference, Brown Univ.), Apr. 2011.

Statement

As a delegate for New York State, I would help advance crucial causes common to us all. Among these are the connections between the state of the humanities and the evolution of the digital humanities, improving the job market by sustaining and expanding careers in our field, and fair treatment and compensation across all employment levels. Working collaboratively with my fellow regional delegates, I would also identify the current needs of our population: the various voices across our multiple institutional types, the range of graduate student levels and tenured and nontenured faculty positions, and the many language and literature departments all under the MLA umbrella. In my liaison role, I would serve as an accessible resource throughout the state, disseminating important information concerning the assembly's progress and enhancing research and assessment efforts of our constituency. Moreover, I think it is important that I understand the work of my predecessors and connect my own assembly efforts to a broader scope beyond my own years of service. Because I have already attended MLA conferences, know the important role of the assembly, and have attended and taught at many kinds of institutions, I feel ready to assume these responsibilities. I would commit to excellence and quality service to my state and to the betterment of our institutions and common discipline.

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

MA (English), Cornell Univ.; MA (humanities), Univ. of Chicago. Institutional service (Cornell Univ.): Strategic Taskforce, Grad. Curriculum Prog. Comm., Dept. of English, 2012. HASTAC (Humanities, Arts, Science, and Tech. Advanced Collaboratory) scholar, 2009–10, 2010–11, 2011–12; grad. fellowship, Emily Dickinson Intl. Soc., 2011–12. Martin Sampson Teaching Award, Dept. of English, Cornell Univ., 2012. Cocurator (of poetry reading series), SOON Productions, Ithaca, NY, 2008–11. Organizer of theme week (“Productions of Digital Cultures”), *In Media Res: A MediaCommons Project*, 17–21 Jan. 2011. MLA activities: Delegate Assembly, 2009–Jan. 2012. Conference presentations: MLA, 2011, 2012; Emily Dickinson Intl. Soc., 2011; ACLA, 2012; Mimesis Now (Humanities Project, Univ. of Rochester), Apr. 2012.

Publications include articles in *Convergence: The Journal of Research into New Media Technologies*, *Mantis*, *Wallace Stevens Journal*.

Statement

I am honored to stand for reelection to the Delegate Assembly as a graduate student representative of Region 2, New York State. During my first term, I contributed to the assembly’s efforts to handle several matters of pressing concern to the MLA, ranging from local issues of MLA governance to broader political matters. I am proud to have supported adjustments to the MLA fee schedules that make it easier for graduate students, independent scholars, and non-tenure-track faculty members to maintain MLA membership and attend the annual convention. I also am proud to have supported the assembly’s recent resolutions in defense of ethnic studies programs, undocumented students, and academic job security. The Delegate Assembly must continue to address the economic and ideological pressures that have marginalized humanities scholarship and made academic employment increasingly precarious. During my second term, I will encourage the Delegate Assembly to continue its efforts to address the erosion of tenure and the casualization of academic labor, which impact both the academic employment landscape and the undergraduate experience. I also share the assembly’s concerns about mounting student debt and what this might indicate about the future of higher education. I hope to encourage more substantive action in the Delegate Assembly and more effective collaboration with the Executive Council in order to explore how the MLA can most effectively respond to these developments and improve the condition of those who study and teach modern languages and literatures.

III. Middle Atlantic (3 contests)

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

110. **Margaret Vallone Gardineer.** Assoc. prof. English, Felician Coll.

PhD, New York Univ. Brookdale Foundation grant, Columbia Univ., 1979–80. Faculty Excellence Award for Outstanding Teaching and Service, Felician Coll., 2011. United Nations representative, Kappa Delta Pi, 2010–.

Publications include article in *Northeast Collegiate Honors Newsletter*; poems in various poetry journals.

Statement

Academic voices need to be consulted and heard in this age of public controversy. The MLA helps to provide the intellectual underpinnings to help members of the professoriat from adjuncts to professors respond to these controversies.

111. **Anthony Elliott Lee.** Reference librarian and asst. prof., Univ. Libraries, Seton Hall Univ.

MLS, Columbia Univ.; MA, Princeton Univ.

Publications include: *Selected Works of Anthony E. Lee* (poetry, 2000–).

Statement

In today's university things seem to be tilted away from a humanistic reading and toward a business model. Along the way we, in academe, seem to have lost focus on what I believe is truly important: critical thinking and a humanities modeling. I am always focusing on reading and writing with an eye toward a more humane intent. I will be tending toward this kind of thinking in my academic channeling for MLA. I am very grateful for and honored by this opportunity to serve.



112. **Chiji Akoma.** Assoc. prof. African and African diaspora lits., Villanova Univ.

PhD, Binghamton Univ., State Univ. of New York. Grad. Student Excellence in Teaching Award, Binghamton Univ., State Univ. of New York, 1997. Board of directors, Judith's Reading Room, 2012–. Vice pres., Intl. Soc. for the Oral Lits. of Africa, 2010–. Book review ed., *West Africa Review*, 2001–10.

Publications include: *Folklore in New World Black Fiction: Writing and the Oral Traditional Aesthetics* (2007); guest coed., *Journal des africanistes* (2010); contrib., *Emerging Perspectives on Chinua Achebe*, vol. 1 (2004); articles in *Modern Fiction Studies*, *World Literature Written in English*, *Oral Tradition*, *Research in African Literatures*, *Wasafiri: The International Magazine of Contemporary Writing*, *Caribbean Writer*, *C. L. R. James Journal: A Review of Caribbean Ideas*.

Statement

In 2009 the theme of the MLA's Presidential Forum was "The Tasks of Translation in the Twenty-First Century." It was a signal moment for the subject, as the forum and many sessions held at that year's convention highlighted the multidisciplinary dimensions of translation studies.

As someone in the fields of African and African diaspora literatures and postcolonial studies, I am constantly reminded of how literatures from the affected regions receive less than adequate critical attention in our American educational system due to geopolitical and economic structures of global power. But it is also fair to say that a simpler yet more profound problem is that much of Africa's literary productivity is lost on us because it is not happening in the inherited colonial languages, which continue to dominate Africa's literary landscape.

As a delegate, I would like to see the MLA further commit to the promotion of translation studies and projects in nonhegemonic languages. Translation projects such as the publication of *Ourika* need to be expanded to include contemporary works written in the world's critical languages. For the intellectual and cultural mediations we participate in through literature, the MLA should be leading initiatives aimed at bringing "new worlds and new civilizations" into the everyday conversations and inquiries that take place both in our professional gatherings and in our classrooms.

113. **Sidney Donnell, Jr.** Assoc. prof. Spanish, Lafayette Coll.

PhD, Univ. of Pennsylvania. Ch., Dept. of Foreign Langs. and Lits., Lafayette Coll., 2010–. Andrew W. Mellon Foundation Tech. in Lang. Educ. Residency, Middlebury Coll., July 1995, Jan. 1996, Jan. 1997, July 1997. Jones Faculty Lecture Award (for excellence in teaching and scholarship), Lafayette Coll., 2004. Dir., Saint Lawrence Univ. Academic Year in Spain, 2002–03.

Publications include: *Feminizing the Enemy: Imperial Spain, Transvestite Drama, and the Crisis of Masculinity* (2003); guest coed. (of forum), *La Corónica: A Journal of Medieval Spanish Language and Literature* (2001); contrib., *El texto puesto en escena* (2000), *Lorca, Buñuel, Dalí: Art and Theory* (2001); articles in *Revista canadiense de estudios hispánicos*, *Romance Quarterly*, *MLN*.

Statement

What can we do to reinvigorate member participation in the MLA? The association relies on strength in numbers to advocate on behalf of educators and researchers in languages, literatures, and cultural studies. Nevertheless, interest in governance of the association is remarkably low.

In a recent appeal to the rank and file, President Michael Bérubé reported that two Delegate Assembly resolutions were about to fail due to lack of participation in the ratification process (“Please Vote on MLA Resolutions,” 17 May 2012). His electronically signed message on MLA letterhead had an immediate effect. I voted online, but I was left with the lasting impression that we rely too heavily on resolutions and blanket e-mails to combat the austerity measures and anti-intellectual populist tendencies that isolate us both politically and professionally.

Yes, we’re overcommitted locally, and, yes, we have to encourage our home institutions to value service to the profession. But now, more than ever, the future of our shared discipline depends on activism at all levels, including proactive engagement in professional organizations like the MLA. Self-advocacy has to originate from the bottom up, not just the top down. So, let’s take a personal, grassroots approach to revitalizing the MLA and promoting the humanities.

Please join me in taking the time to tap friends and colleagues on the shoulder. Shake their hand and verbally remind them that they are desperately needed to make things happen. Risk embarrassment by asking them *to join the movement*.

After all, what do we have to lose?



114. Heather Steffen. Grad. student literary and cultural studies, Carnegie Mellon Univ.

MA, Carnegie Mellon Univ. (CMU). Institutional service (CMU): Literary and Cultural Studies Colloquium Series Comm., 2006–10; Grad. Comm., Dept. of English, 2007–08; Literary and Cultural Studies rep., Grad. Student Assembly, 2008–09; member, Dietrich Coll. of Humanities and Social Sciences Council, 2011–12. Everett Helm Visiting Fellowship, Lilly Library, Indiana Univ., Bloomington, Mar. 2011; AAUW fellowship, 2012–13. Adamson Student Writing Award (for scholarly journal article), Dept. of English, CMU, 2010, 2012; Grad. Student Teaching Award, Dept. of English, CMU, 2011; Annette Kolodny Award (for outstanding MLA convention paper), WCML, 2011; Grad. Student Teaching Award, Dietrich Coll. of Humanities and Social Sciences, CMU, 2012. MLA activities: Delegate Assembly, 2008–Jan. 2011; Comm. on the Status of Grad. Students in the Profession, 2010–13. Managing ed., *Minnesota Review*, Aug. 2006–June 2010; editorial asst., *Works and Days*, 2008–09. Conference presentations: CEA, 2009; Reworking the University: Visions, Strategies, Demands (Univ. of Minnesota), Apr. 2009; MLA, 2009, 2011, 2012; ASA, 2010.

Publications include: coed., *The Critical Pulse: Thirty-Six Credos by Contemporary Critics* (2012); contrib., *The Encyclopedia of Literary and Cultural Theory*, vol. 1 (2011); articles in *Academe*, *Cultural Logic*, *Chronicle of Higher Education*, *Minnesota Review*; reviews in *Socialism and Democracy*, *Journal of the Midwest Modern Language Association*.

Statement

In recent years, the MLA has been moving in the right direction by bringing contingent labor and the defunding of the humanities into public view. But there is much more to do. As a member of the Delegate Assembly, I would support further data collection about the labor conditions and compensation of adjunct, part-time, and graduate student teachers, because this information is crucial to developing strong arguments and equitable guidelines to improve the lives of the majority of college teachers. Alongside labor issues, a pressing concern for the MLA should be strengthening efforts to preserve knowledge and methods unique to the humanities, particularly languages and literatures. While the push for digital humanities is bringing our research into the public eye and garnering funding from prominent sources, we should not lose sight of the foundational interpretive and historical facets of our work that do not translate neatly into digital presentations or grant proposals. It is the humanities’ capacity to interpret cultural products in historical context and to teach the skills needed to do so that sets our disciplines apart and makes them key in educating

critical citizens. In the DA I would work to begin and shore up initiatives that emphasize this value to the public by asserting the need to fairly compensate humanities scholars' labor and to support and fund traditional, as well as cutting-edge, research in languages and literatures.

115. No candidate

IV. Great Lakes (6 contests)

Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin

116. **John E. Davidson.** Assoc. prof. German and dir., Film Studies Prog., Ohio State Univ., Columbus.

PhD, Cornell Univ. NEH summer seminar grant, 1995; Fulbright scholar, 1996–97. Finalist, outstanding teacher award, Ohio State Univ., 2003. Exec. ed., *Journal of Short Film*, 2009–; ed. board, *Studies in European Cinema*, 2004–.

Publications include: *Deterritorializing the New German Cinema* (1999); coed., *Framing the Fifties: Cinema in a Divided Germany* (2008); contrib., *Perspectives on German Cinema* (1996), *Cultural History through a National Socialist Lens* (2000), *Der Tropenwald der Deutschen—Geschichte, Bilder, Politik* (2000), *Water, Culture, and Politics in Germany and the American West* (2000), *Light Motives: German Popular Film in Perspective* (2003), *The Works of Peter Handke: International Perspectives* (2005), *Post-Wall Cinema* (2006), *The Cosmopolitan Screen* (2007), *Zoom In, Zoom Out: Crossing Borders in Recent European Cinema* (2007), *Screening War* (2010) *The Collapse of the Conventional: German Film and Its Politics at the Turn of the New Century* (2010), *German Cinema since 2000* (2011), *The Companion to Werner Herzog* (2012); articles in *Research in African Literature*, *New German Critique*, *Film and History*, *Arachne*, *Seminar*, *German Quarterly*, *Quarterly Review of Film and Video*, *Studies in European Cinema*, *German Studies Review*, *PMLA*.

Statement

Two grave, though not particularly new, challenges face us, one affecting the structure of our academic pursuits and one arising from them. Structurally, the increasing corporatization and instrumentalization of higher education, coupled with the erosion of elementary and secondary programs in the humanities and arts, bring inordinate pressures to bear on MLA members as teachers and mentors. Academically, cross- and interdisciplinary work invites the reconceptualization of established disciplinary boundaries, which in turn requires a significant adjustment in how rigorous scholarship is fostered, recognized, and rewarded at all levels. Heavy involvement in shared governance, policy creation and oversight, and curriculum and program design has brought me face to face with the daunting realities of both these challenges. I know them in the orbit of my personal development as well: trained as a comparatist in American and European literature, I moved into a national-language area and then incorporated film study within my work, which led me beyond the borders of the national literature field again. Now the founding director of an interdisciplinary program that serves over 200 majors, I wrestle daily to promote new avenues of collaboration and investigation while addressing the real and perceived threats that market pressures and administrative and intellectual change pose to tradition. My experience has taught me that colleagues across the disciplines ascribe to the study of language and culture a genuine value, so I feel the MLA can lead in framing the responses we need. I am eager and prepared to help shape those responses collectively.

117. **Theodore Franks Rippey.** Assoc. prof. German, Bowling Green State Univ.

PhD, Univ. of Wisconsin, Madison. DAAD research fellowship, 1997–98, 2011.

Publications include: contrib., *The Many Faces of Weimar Cinema: Rediscovering Germany's Filmic Legacy* (2010), *Publishing Culture and the "Reading Nation": German Book History in the Long Nineteenth Century* (2010), *Culture in the Anteroom: The Legacies of Siegfried Kracauer* (2012); articles in *Cinema*

Journal, German Studies Review, Monatshefte, German Life and Letters, Journal of Film and Video, Brecht Yearbook.

Statement

Each individual member of the MLA faces a uniquely contingent set of challenges in these times. But we all feel the cold shadow of crisis creeping over us, a crisis driven by financial exigency and technocratic administrations that have lost a concrete sense of what we do as teacher-scholars. I fear that we have become used to that shadow. For what we become used to, we start to need. If the Delegate Assembly is the “voice of the membership” (art. 1, Delegate Assembly Bylaws), then I will endeavor to speak for a region that can tell the nation much about what we are losing, where, and why—and about how we can counter the negative trend by combining unabashed defenses of liberal arts traditions with innovations in pedagogy, research, and everyday collegiality. My guiding questions include: How can the MLA foster online teaching that more effectively demonstrates what Jimmy Wales and Mark Zuckerberg want us to believe about the Internet—that it connects people and makes them smarter? How can the organization promote emerging areas of research (sensation semiosis, for example) that merge the humanities and the sciences and thus demonstrate our relevance as an enterprise interwoven with, not isolated from, technical fields? How can we, as a national body of colleagues, more effectively battle those who want tenure destroyed, enhance interaction between faculty members inside and outside the tenure system, and improve the ways in which the more experienced among us interview, mentor, and review the less experienced?



118. **Patrick L. Gallagher.** Assoc. prof. Spanish, Kent State Univ.

PhD, Univ. of Iowa. Research and special programs grant, Kent State Univ., 2011–12. AAUP, Assn. for Spanish and Portuguese Historical Studies.

Publications include articles in *Revista hispánica moderna, Letras peninsulares, Arizona Journal of Hispanic Cultural Studies, Ojáncano, Torre de papel, Journal of the Midwest Modern Language Association.*

Statement

If elected to the Delegate Assembly, my actions will be informed by issues that are critical to higher education today.

Academic freedom, faculty governance, pedagogy: everything appears to be up for grabs in the current economic climate, where university administrators are deciding at every turn to challenge the time-tested terrain of faculty agency. This is not especially new. For decades, tenured full-timers have been replaced by part-timers. Yet, where once underpaid adjuncts secured generous profits for the increasingly corporatized university, now they too are being dropped, allowing administrators to push students into the ever-larger classes of tenured faculty members. This amounts to a new phase in the administrative plan to “speed up” the educational assembly line.

More students in fewer classes creates new problems, and administrators are quick to offer their solutions: replace face-to-face teaching with “high-tech” hybrid models. Why pay a professional language instructor when Berlitz can offer language classes at a fraction of the cost? Why pay composition professors to review and grade 250 papers a semester when we can pay them the same for 500 papers?

As educators and researchers we all have deep concerns about current trends in higher education. In recent years, faculty members have been forced on the defensive by an agenda that too often seems to relish the crisis. Every move made toward fundamentally redefining the structure and objectives of our schools is justified by economics. The MLA Delegate Assembly can be one place where we defend the future of our universities.

119. **Stephen David Gingerich.** Assoc. prof. Spanish, Cleveland State Univ.

PhD, Univ. at Buffalo, State Univ. of New York. NEA translation fellowship, 2009–10.

Publications include: contrib., *rostro@representación.com: Hombres y máquinas, realidad y representación* (1997), *Thinking with Borges* (2009); articles in *CR: The New Centennial Review*, *Hispania*, *Revista de estudios hispánicos*, *Cincinnati Romance Review*, *Dirty Goat*.

Statement

I am committed to balancing research, teaching, and service, convinced of the way in which the three enrich one another. After intensive study of German and French philosophy and theory as a graduate student, I chose to bring their insights to bear on the Hispanic literature I studied as an undergraduate. Teaching Spanish language and Hispanic culture from the beginning to the master's level accommodates interests that cut across traditional disciplinary boundaries, emphasizing 20th- and 21st-century Hispanic literature across genres and national lines. My service experience ranges from close engagement with students in extracurricular events and clubs to departmental, college, and university committees dealing with hiring, policy, and the day-to-day running of the university. I have directed study-abroad programs and helped colleagues in the design and implementation of international programs. Most relevant for this position is my long involvement in collective bargaining, from the organization of the Graduate Student Employee Union at SUNY Buffalo to my current work with the AAUP chapter of Cleveland State, for which I served on the last contract negotiation team.

My concerns include the role of the university in the society at large, on a local, regional, and global scale. Particularly troubling is the way economic and ideological pressures have eroded the connection between original research and teaching. I believe we need to strengthen this core characteristic of university life through the way we teach, through our commitment to innovative curricula and cocurricular programs like study abroad, and through impassioned research.



120. **Larnell Dunkley, Jr.** Asst. prof. English, Harold Washington Coll., City Colls. of Chicago.

MA, Ohio State Univ., Columbus; ABD, Indiana Univ. of Pennsylvania. Ch., Dept. of English, Speech, and Theater, Harold Washington Coll., Jan. 2010–. George W. Gore Grad. Scholarship, Alpha Kappa Mu Honor Soc., 1989–90. Reader, AP examination in English lang. and lit., Educational Testing Service, 1992, 1993, 1995. Charles W. Chesnutt Assn., CLA, MMLA, NCTE, NEMLA, Natl. Coll. Learning Center Assn., Natl. Collegiate Honors Council.

Publications include: contrib., *Encyclopedia of the Harlem Renaissance* (2004); reviews in *Studies in the Humanities*.

Statement

I am truly honored by this nomination. If elected, I know that my eighteen years of teaching experience, including administrative responsibilities as a writing program director, honors program coordinator, and chair of the largest department of an urban-centered community college, will effectively guide me to represent my constituents' interests in the Great Lakes region.

The profession is at a crossroads. Community colleges are now the gateway points for students unable to meet the rising costs of a four-year degree or who are academically unprepared to enter four-year institutions. The current economic climate has placed increasing demands on our schools, forcing institutions to reexamine their mission statements in response to outside pressures to offer “degrees of economic value.” Liberal arts programs face faculty reductions, budget cuts, justification statements, or complete elimination. These programs are equally valuable. Their continuing importance for our lifelong learners means they must be protected and maintained.

We must address the circumstances that threaten to undermine our students' appreciation of humanistic studies. These threats include: students' limited access to and utilization of literacy skills in the age of social media, increasing class sizes, adjunct and full-time faculty workload concerns, the separation of reading and writing courses, and credentialing issues. As a delegate, I would actively work with my

colleagues to explore these challenges and present solutions. I welcome the opportunity to serve as your representative. Our voices must be heard to ensure we continue to make a difference.

121. Richard Gibson. Asst. prof. English, Wheaton Coll., IL.

PhD, Univ. of Virginia. Victorians Inst.

Publications include: contrib., *The Norton Introduction to Literature* (10th ed., 2005), *Oxford Bibliographies Online* (2012); articles in *Hardy Review*, *Princeton University Library Chronicle*; trans. in *Journal of Sonnet Studies*.



122. Jennifer Therese Howell. Asst. prof. French, Illinois State Univ.

PhD, Univ. of Iowa. Previous appointment: Univ. of Wisconsin, La Crosse, 2010–12. High Merit for Scholarship, Teaching, and Service, Dept. of Modern Langs., Univ. of Wisconsin, La Crosse, 2010–11.

Publications include: contrib., *The State of the Arts in the Middle East*, vol. 1 (2009); articles in *Contemporary French and Francophone Studies*, *Dalhousie French Studies*, *Journal of European Studies*, *Études francophones*, *French Cultural Studies*.

Statement

At the end of my second year in a tenure-track position, I am stunned by the lack of administrative support for foreign language programs. At my current institution, I have witnessed major budget cuts resulting in larger teaching loads and reduced salaries, seemingly contradictory yet concurrent trends (e.g., the simultaneous push for internationalized curricula and the elimination of foreign language requirements), the increased need for assessment plans that colleagues in unrelated disciplines systematically reject, and the added responsibility of actively recruiting students through high school outreach, film series, and Mardi Gras celebrations in an attempt to save foreign language programs. Finally, let us not forget our students' growing expectations for a consumerist model of higher education. While I am not completely disillusioned by the current state of academia, I am concerned about the future of our profession, particularly in foreign languages, if we do not adopt a more aggressive approach to maintaining the integrity of our profession. I am therefore extremely honored to accept my nomination for the MLA Delegate Assembly and view my potential participation as an opportunity to actively support the humanities and to become an important liaison between institutions in the Great Lakes region and the MLA.

123. Heather Willis Allen. Asst. prof. French, Univ. of Wisconsin, Madison.

PhD, Emory Univ. Baker summer research fellowship, Middlebury Coll. Lang. Schools, 2002; ACTFL research grant, 2010. Project codir., Center for Educational Resources in Culture, Lang., and Literacy, Univ. of Arizona, 2010–14; standard setting panel, AP French lang. and culture course and exam, Coll. Board, 2012. Ch., selection comm., ACTFL–*Modern Language Journal* Birkmaier Award for Doctoral Dissertation Research in Foreign Lang. Educ., 2012. MLA activities: exec. comm., Div. on the Teaching of Lang., 2011–Jan. 2016.

Publications include: coed., *Educating the Future Foreign Language Professoriate for the 21st Century* (2011); contrib., *Identity and Second Language Learning: Culture, Inquiry, and Dialogic Activity in Educational Contexts* (2007), *From Thought to Action: Exploring Beliefs and Outcomes in the Foreign Language Program* (2008), *Principles and Practices of the Standards in College Foreign Language Education* (2009), *Sociocultural Research on Second Language Teacher Education: Exploring the Complexities of Professional Development* (2011); articles in *Foreign Language Annals*, *Frontiers: The Interdisciplinary Journal of Study Abroad*, *Journal of Studies in International Education*, *L2 Journal*, *Modern Language Journal*, *ADFL Bulletin*, *French Review*.

Statement

As a member of the collegiate foreign language teaching profession and a second language acquisition and French specialist, I have become increasingly concerned about the historical “language-

literature divide” in our programs. Given my involvement over the past ten years in both language program direction and the professionalization of graduate students, I am convinced that meaningful integration of literary-cultural content in lower-division courses and foregrounding strategies for text-based teaching by future foreign language professors are critically needed. My recent publications, work with the American Association of University Supervisors and Coordinators, and the Title VI grant project I have codirected over the past three years attest to my commitment to innovative practices in undergraduate curricular design and graduate student professionalization. Further, I strongly believe that ties should be strengthened between applied linguists and literary-cultural specialists working in collegiate foreign language departments. Such ties are built, in part, by dialogue in professional organizations such as the Modern Language Association. I have had the pleasure of serving as a member of the executive committee of the MLA Division on the Teaching of Language since 2011, and it would be an honor to serve in the future as a member of the Delegate Assembly representing Region 4 (Great Lakes).



124. Karalyn Kendall-Morwick. Grad. student English, Indiana Univ., Bloomington.

MA, Indiana Univ., Bloomington (IUB). Institutional service (IUB): incoming grad. student mentor, Dept. of English, 2005–06, 2007–08; rep. and treasurer, Grad. Student Advisory Comm., Dept. of English, 2006–08; founding member (2006–), community outreach coord. (2006–08), and treasurer (spring 2008), Revitalizing Animal Well-Being (club); Composition Comm., Dept. of English, 2008–09. Ruth Neikamp-Cummings Dissertation Fellowship, Dept. of English, IUB, 2011. David H. Dickason Essay Award, Dept. of English, IUB, 2004, 2005. Conference comm., Going Awry: A National Interdisciplinary Grad. Student Conference (IUB), Mar. 2006; coch., Time/Passages: A National Interdisciplinary Grad. Student Conference (IUB), Mar. 2007. Conference presentations: CEA, 2005; Intimacy/Proximity (grad. conference, IUB), Apr. 2005; Soc. for Lit., Science, and the Arts, 2005, 2006, 2007, 2009, 2010; Assn. for the Study of Lit. and Environment, 2011.

Publications include: contrib., *Queering the Non/Human* (2008).

Statement

I am honored to be nominated to represent the Great Lakes region in the Delegate Assembly. Having taught at both a major public university and a small private college in this region, I would welcome the opportunity to contribute to conversations about the major issues facing our profession. In particular, I would see myself as an advocate for graduate students and contingent faculty members. As a soon-to-be English PhD facing an uncertain job market, I would support initiatives to improve the training and mentoring of graduate students and junior faculty members and to prepare graduate students for nonacademic and alt ac careers. As a contingent faculty member, I would advocate for equitable employment conditions and recognition of the important teaching and scholarship performed by the “new majority.” As a scholar working at the intersections between the humanities and sciences, I would promote initiatives that foster interdisciplinarity while preserving the unique role of language and literature programs in cultivating cultural literacy, ethical reflection, and empathy. My professional activities have prepared me for this opportunity. At Indiana University, as an elected member of the English Graduate Student Advisory Committee, I have served as a liaison between graduate students and faculty members. I have fostered interdisciplinarity by helping to organize several national and international conferences. Finally, my work in the communications division of the Indiana University Foundation has helped me understand how humanities scholars can better communicate the value of what we do to our institutions and the publics they serve.

125. Jacquilyn Weeks. Grad. student English, Univ. of Notre Dame.

PhD, Univ. of Notre Dame (UND). Institutional service (UND): Social Comm. (2006–07), vice pres. (2007–08), pres. (2008–09), library rep. (2009–10), and Grad. Studies Comm. rep. (2010–11), English Grad. Student Assn.; Internship Advisory Group, 2008–10; Hesburgh Library Ad Hoc Interdepartmental Grad. Comm., 2009–10; Marketing and Communications Comm., Nanovic Inst. for European Studies, 2010–11. Mellon fellowship, Woodrow Wilson Natl. Fellowship Foundation, 2005–06; dissertation year

fellowship, Dept. of English, UND, 2010–11; postdoctoral teaching fellowship, Coll. of Arts and Letters, UND, 2011–12. Margaret Dougherty Prize (for best MA poetry essay), Univ. of Aberdeen, 2005; Kenneth Davis Award for Folklore Studies, Southwest/Texas Popular Culture and Amer. Culture Assn. (SWTX PCA/ACA), 2008; Outstanding Grad. Teaching Award, Kaneb Center for Teaching and Learning, UND, 2009; Dondanville Family Grad. Award in Arts and Letters for Excellence in Teaching, Coll. of Arts and Letters, UND, 2009; grad. writing prize, Gender Studies Prog., UND, 2011. Beta user, Natl. Inst. for Newman Studies Knowledge Kiosk, 2010–; project developer, Irish Fiction Portal, summer 2011. Subject area ch. (Myth and Fairy Tales), SWTX PCA/ACA, 2011–. Ed. asst., *Religion and Literature*, 2005–10; ed. asst., *Notre Dame Review*, 2005–11. Conference presentations: Lifting Belly High: Women’s Poetry since 1900 (Duquesne Univ.), Sept. 2008; SWTX PCA/ACA, 2008, 2009, 2010, 2012; Gender, Place, and Space: An Interdisciplinary Conference (UND), Mar. 2010; Irish Soc. for the Study of Children’s Lit., 2010; Reimagining the Poet-Critic: Practice, Pedagogy, Poetics (Univ. of California, Santa Cruz), Mar. 2010; Popular Culture Assn. / Amer. Culture Assn., 2011; Children’s Lit. Assn., 2011; Hybrid Irelands: At Culture’s Edge (UND), Mar. 2012.

Publications include: contrib., *Beyond the Anchoring Grounds: More Cross-currents in Irish and Scottish Studies* (2005), *Refashioning Myth: Poetic Transformations and Metamorphoses* (2011); article in *Rethinking Marxism*; reviews in *Jacket2*, *International Research in Children’s Literature*.

Statement

I accepted this nomination because we who are young in this field need to continue to articulate cogently the destructive impact of our current state of crisis (before and after entering the job market) and because we urgently need to educate ourselves about the structures that underlie these devastating cuts to funding, jobs, and other resources. We are the ones with the most to gain or lose from the long-term policy changes that will be made in the next few years.

The MLA offers graduate students unique opportunities to make a defining contribution to the field, and, if we can properly take advantage of it, the MLA can serve us as a vital centralized resource. It transcends the boundaries of individual university politics, provides us with opportunities to network with the senior scholars who have been fighting on our behalf for decades, and allows us to exchange personal stories far more compelling than any generic national statistics.

As a delegate, I would try to ensure that graduate students understand the function, structure, and resources of the MLA before entering the job market; to expand opportunities for graduate students to communicate as a body; to articulate our needs and suggestions to the assembly; and to remind us that, in spite of its stresses, a career in English is a marvelous thing. We are paid to revel in the power of language and share its joys and terrors with brilliant colleagues and engaging students.

Ours is a profession worth fighting for.



126. **Juliet Lynd.** Asst. prof. Spanish, Illinois State Univ.

PhD, Univ. of Minnesota. NEH summer seminar fellowship, 2007. Florence Howe Award (for outstanding feminist scholarship), WCML, 2006. MMLA.

Publications include: contrib., *Post-authoritarian Culture: Spain and Latin America’s Southern Cone* (2008), *Estar en el presente: Literatura y nación desde el Bicentenario* (2012); articles in *PMLA*, *Chasqui: Revista de literatura latinoamericana*, *Sirena: Poesía, arte y crítica*, *Mandorla: New Writing from the Americas*, *Studies in Latin American Popular Culture*, *Quarterly Review of Film and Video*, *España contemporánea*, *Romance Languages Annual*.

Statement

I have experience in public universities and liberal arts colleges and in tenure-line and adjunct positions, and I am highly attuned to the challenges of the academic labor market. I am devoted to both excellent teaching and research, and I perceive both areas of our profession—along with service—as mutually beneficial. I believe it is the responsibility of the MLA to explain and defend the role of the humanities and the study of languages, literatures, and cultures in any twenty-first-century curriculum. As

language professionals, we are uniquely positioned to put forth reasoned arguments for the teaching of the critical reading, writing, and thinking skills—in English and in other languages—necessary to any profession and to civic life. We must defend the kinds of pedagogical practices that require small classes and engagement with students and also the importance of research in the humanities. Because the connections between research and teaching are not always obvious to our students, much less the general public, we need to improve the way we communicate the importance of creative and analytical thinking to any vital society. And we must forcefully defend measures to make higher education accessible to a new generation of citizens who seek the training that will prepare them to think critically and communicate effectively.

127. María Yazmina Moreno-Florida. Assoc. prof. Spanish, Chicago State Univ.

PhD, Washington Univ. in St. Louis (WUSTL). Travel grant (2000, 2001) and research fellowship (July 1998–July 2001), Gobierno de Canarias. Helen Fe Jones Award for Excellence in Teaching, WUSTL, 2006. Board of referees, *L'Érudit franco-espagnol: An Electronic Journal of French and Hispanic Literatures*, Oct. 2011–.

Publications include article in *Arizona Journal of Hispanic Cultural Studies*.

Statement

The progressive deterioration of the labor market in the field of the humanities has revealed the existence of two fundamental problems: (1) the lack of competitiveness in numerous graduate programs and (2) the incipient disconnect between university professors and administrators, which is worse in institutions that prioritize the number of registered students over the quality of instruction. Therefore, a comprehensive renewal of the academic system is needed. If I am elected to the Delegate Assembly, my main objective will be to promote a dialogue among all university establishments, as I am convinced that the MLA, with its avant-garde and innovative traditions, is the ideal framework in which to address these issues.

V. South (6 contests)

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

128. Frank A. Palmeri. Prof. English, Univ. of Miami.

PhD, Columbia Univ. Participant, NEH summer inst., 1988; Isaac Comly Martindale Fellow, Amer. Philosophical Soc., 2004; resident fellow, Yale Center for British Art, 2006. Percy G. Adams Article Prize, Southeastern ASECS, 1991. Grant reviewer: SSHRC, 2002, 2008; ACLS, 2011–12. Program comm., Southeastern ASECS, 1992. Advisory ed., *Eighteenth-Century Studies*, 1992–95; review ed., *Clio: A Journal of Literature, History, and the Philosophy of History*, 2007–11; advisory board, *Studies in Eighteenth-Century Culture*, 1991–95.

Publications include: *Satire in Narrative: Petronius, Swift, Gibbon, Melville, and Pynchon* (1990), *Satire, History, Novel: Narrative Forms, 1665–1815* (2003); ed., *Critical Essays on Jonathan Swift* (1993), *Humans and Other Animals in Eighteenth-Century British Culture: Representation, Hybridity, Ethics* (2006); contrib., *Locating Swift* (1997), *The Multiple Worlds of Pynchon's Mason & Dixon: Eighteenth-Century Contexts, Postmodern Observations* (2005), *American History through Literature, 1820–1870* (2006), *A Companion to Satire* (2007), *History Beyond the Text* (2009), *Approaches to Teaching the Works of Ovid and the Ovidian Tradition* (2010); articles in *Comparative Literature, Narrative, Postmodern Culture, Configurations: A Journal of Literature, Science, and Technology, ELH, SEL, Genre, Eighteenth Century: Theory and Interpretation, Criticism, Comparative Literature Studies, Clio, Studies in Eighteenth-Century Culture*.

Statement

As members of the profession, we need to maintain our efforts in areas where we have a record of accomplishment, and we need to utilize new technologies and respond to developments in the political economics of universities. I have worked to expand programs in the less commonly taught languages but also

to maintain our traditional strengths in modern European languages. We should make use of the newly available electronic tools in our classes, even as we persist in attempting to deepen students' historical understanding. I have worked to prepare graduate students entering the profession, but we need to think hard about the structure of our graduate programs—their length, cost, and the form of the final project. We should also urge higher wages for nonpermanent and non-tenure-track teachers and do what we can to halt the explosion in student debt.

129. Mark A. Reid. Prof. English, Univ. of Florida.

PhD, Univ. of Iowa. Postdoctoral research fellowship, Univ. of Notre Dame, fall 2001; Fulbright German Studies Seminar grant, 2006. *Choice* Outstanding Title (for *Black Lenses, Black Voices*), 2005; faculty honoree (at fall academic convocation), Coll. of Liberal Arts and Science, Univ. of Florida, 2008. MLA activities: exec. comm., Div. on Lit. and Other Arts, 2004–08; Delegate Assembly, 2007–09.

Publications include: *Redefining Black Film* (1993), *PostNegritude Visual and Literary Culture* (1997), *Black Lenses, Black Voices: African American Film Now* (2005); ed., *Spike Lee's Do the Right Thing* (1997); coed., *Le cinéma noir américain* (1988); contrib., *Modern Days, Ancient Nights: Thirty Years of African Filmmaking* (1993); articles in *Criticism, Black Camera, Quarterly Review of Film and Video, Nka: Journal of Contemporary African Art, Jump Cut, Film Criticism, Southern Exposure, Wide Angle, Black American Literature Forum*.

Statement

The MLA should recognize a commitment to faculty and staff support against unnecessary layoffs due to university and college budget concerns. Institutions of higher education cannot function without either of the two.



130. Jürgen E. Grandt. Asst. prof. English, Gainesville State Coll., GA.

PhD, Univ. of Georgia. Swiss Assn. for North Amer. Studies research award, 2005–06. Convention host comm. member, CLA, 2005.

Publications include: *Kinds of Blue: The Jazz Aesthetic in African American Narrative* (2004), *Shaping Words to Fit the Soul: The Southern Ritual Grounds of Afro-Modernism* (2009); contrib., *Traveling Sounds: Music, Migration, and Identity in the U.S. and Beyond* (2008); articles in *African American Review, CLA Journal, Forum for Inter-American Research, Joyce Studies Annual, Langston Hughes Review, Short Story, South Atlantic Review, Zora Neale Hurston Forum*.

Statement

With teaching experience in three different countries on two different continents, I am particularly attuned to the unique position that the MLA occupies and the opportunities it affords its members. As my professional career has included positions at research universities as well as liberal arts colleges, I am also sensitized to the concerns and needs of the various constituencies that make up the association.

In a time when the humanities in general, and ethnic studies and foreign languages in particular, find themselves beleaguered on multiple fronts, I believe it imperative that the MLA intensify its commitment to connectivity—we can, and should, do a better job explaining our activities as scholars and teachers not just to one another but especially to those beyond the borders of our respective disciplines and our profession. What we do as individuals and as a collective matters, but defending and reinvigorating the relevance of the liberal arts requires that we step up our dedication to connectivity on all levels. After all, the very production of knowledge is contingent on an engagement with difference: without difference, there can be no storytelling; without storytelling, there can be no learning; and ultimately, without learning, there can be no advocacy. Therefore, my most important task as regional delegate for the South would be to listen carefully to *your* stories, learn from them, and facilitate connectivity to the stories told in and by the assembly and beyond.

131. **Daniel Cross Turner.** Asst. prof. English, Coastal Carolina Univ.

PhD, Vanderbilt Univ. Previous appointment: Siena Coll., 2005–10. Watson-Brown Foundation grant, 2010; visiting research fellowship, Inst. for Southern Studies, Univ. of South Carolina, 2011. Program comm. (for 2012 conference) and Exec. Council (2012–), Soc. for the Study of Southern Lit.; Amer. Lit. Assn.; SAMLA. Coed., *H-Southern-Lit*, 2010–; advisory/contributing ed., *James Dickey Review*, 2012–.

Publications include: *Southern Crossings: Poetry, Memory, and the Transcultural South* (2012); contrib., *Violating Time: History, Memory, and Nostalgia in Cinema* (2008), *The Way We Read James Dickey: Critical Approaches for the Twenty-First Century* (2009), *Blue-Collar Pop Culture: From NASCAR to Jersey Shore*, vol. 1 (2012); articles in *Mosaic: A Journal for the Interdisciplinary Study of Literature*, *Mississippi Quarterly*, *Southern Quarterly*, *Southern Literary Journal*, *Genre*, *Langston Hughes Review*, *Society for the Study of Southern Literature Newsletter*, *South Carolina Review*, *James Dickey Review*.

Statement

I am assistant professor of English at Coastal Carolina University. My published scholarship focuses on regional definition in national and transnational contexts, on modes of cultural memory, and on aesthetic media's potential to record historical transitions. I am eager to serve in the Delegate Assembly to further discussions of the following key concerns about changing labor conditions in the academy and the future of the profession:

1. Issues involving the academic job market for literature and foreign languages, including improved quantitative and qualitative analysis of tenured and tenure-track positions.

2. Improved guidelines for assessment of faculty workload and performance expectations for tenured and tenure-track faculty members and for labor conditions and compensation for faculty members described as contingent yet whose labor is necessary to the proper functioning of the colleges and universities at which they serve.

3. More nuanced response to changes in the academic publishing industry wrought by cutbacks in scholarly press budgets and the emergence of digital media outlets for scholarship.

4. Clearer understanding of the university as corporation and of the economic, legal, and political implications of its institutional structure.

5. Ways to raise the MLA's institutional profile in nonacademic domains.



132. **Susan Hays Bussey.** Asst. prof. English, Georgia Gwinnett Coll.

PhD, Washington Univ. in St. Louis. Previous appointments: Univ. of Science and Arts of Oklahoma, 2006–08; Wake Forest Univ., 2003–06. Dir., Memory Bridge Alzheimer's Educational Initiative, WorldView Education, 2008–09.

Publications include: contrib., *The Greenwood Encyclopedia of African American Literature* (2005); articles in *African American Review*, *Crosstimbers: An Interdisciplinary Journal*.

Statement

As a delegate, I would hope to participate in conversations about the shifting expectations for our profession: How can we accommodate changes in the economy and the culture that affect standards for hiring, promoting, and employing ethically; standards for defining scholarship and publication; standards for preparing graduate students for the job market and undergraduates for productive citizenship? While I would hope to represent the interests of the southern region broadly, as someone who has taught at a variety of schools, my current position gives me a particular perspective on changes occurring in our profession.

My college is an open-access four-year state college built to serve students not suited for more selective or distant campuses and funded by a legislature that specifically wishes to see a nontraditional approach to higher education practices. The school offers contracts rather than tenure, rejects departmental structure, and emphasizes teaching and service above publication and scholarship. In many ways, my employment reflects the worst-case scenario discussed around MLA tables for the 10 years I have attended. I do not wish to be a cautionary tale—instead, I hope to participate in conversations with my peers about how my reality can contribute to our professional community.

133. **Margaret McGehee.** Asst. prof. English and dir., Southern Studies Prog., Presbyterian Coll.

PhD, Emory Univ. Participant, seminar on slave narratives (Yale Univ.), Gilder Lehrman Inst. of Amer. History and Council of Independent Colls. (cosponsors), June 2012. Coch., Critoph Prize Comm., Southern ASA, 2011–.

Publications include: contrib., *Encyclopedia of Southern Culture*, vol. 7 (2007), vol. 18 (2011), *American Writers Supplement* (2011), *Pearl Cleage and Free Womanhood: Essays on Her Prose Works* (2012); articles in *Southern Spaces*, *Cinema Journal*, *Mississippi Folklife*.

Statement

With a 4-3 teaching load, my daily existence is one of course preparation, lecturing, leading discussions, grading, and meeting with students. While I remain equally committed to my research and publishing agenda and to college service, teaching necessarily demands most of my time as a professor at a small liberal arts college. As your delegate, I would focus my energy on helping to generate richer and more frequent conversations within the MLA regarding pedagogy and undergraduate curriculum development, the value and practice of incorporating one’s research into one’s teaching (and vice versa), and the process of preparing undergraduates for graduate-level work. Focusing on such issues would allow for a stronger defense of the humanities in a period of economic crisis while also allowing all of us to reflect more deliberately on why and how we do what we do. Finally, as I have spent my educational and professional career at institutions in the South, I feel I have a thorough understanding of the political, economic, and social issues that have had—and continue to have—a significant impact on the colleges and universities within my region.



134. **Kirk Curnutt.** Prof. English, Troy Univ., Montgomery Campus.

PhD, Louisiana State Univ. Ch., Dept. of English, Troy Univ., Montgomery Campus. Nonfiction gold medal, William Faulkner / William Wisdom Creative Writing Competition, Pirate’s Alley Faulkner Soc., 2008; Best Book of Indiana–Fiction (for *Breathing Out the Ghost*), Indiana Center for the Book, 2008; finalist, *Iowa Review* Nonfiction Prize, 2012; Teacher of the Year, Gamma Beta Phi Soc., Troy Univ., Montgomery Campus, 2012. Vice pres., F. Scott Fitzgerald Soc., 2002–; board of directors and permissions officer, Ernest Hemingway Foundation and Soc., 2006–. Managing ed., *F. Scott Fitzgerald Review*, 2003–; ed. board, *Explicator*, 2007–; ed. board, *Oxford Bibliographies Online*, 2010–.

Publications include: *Wise Economies: Brevity and Storytelling in American Short Stories* (1997), *Ernest Hemingway and the Expatriate Modernist Movement* (2000), *The Critical Response to Gertrude Stein* (2000), *Alienated-Youth Fiction* (2001), *Baby, Let’s Make a Baby: Plus Ten More Stories* (short stories, 2003), *Coffee with Hemingway* (2007), *The Cambridge Introduction to F. Scott Fitzgerald* (2007), *Breathing Out the Ghost* (novel, 2007), *Dixie Noir* (novel, 2009), *Brian Wilson* (2012); ed., *A Historical Guide to F. Scott Fitzgerald* (2004), *The Heath Anthology of American Literature*, vol. D (6th ed., 2010); coed., *Key West Hemingway: A Reassessment* (2009); contrib., *French Connections: Hemingway and Fitzgerald Abroad* (1999), *The Cambridge Companion to F. Scott Fitzgerald* (2002), *F. Scott Fitzgerald in the Twenty-First Century* (2003), *GenXegesis: Essays on “Alternative” Youth (Sub)Culture* (2003), *American History through Literature, 1870–1920* (2006), *Books and Beyond: The Greenwood Encyclopedia of New American Reading* (2008), *Approaches to Teaching Fitzgerald’s The Great Gatsby* (2009), *A Companion to the American Short Story* (2010), *The Cambridge History of the American Novel* (2011), and others; articles in *Style*, *F. Scott Fitzgerald Review*, *Hemingway Review*, *Critique*, *Journal of Modern Literature*, *Genre*, *College Literature*, *Journal of the Short Story in English*.

Statement

I’m honored to run for a regional seat in the MLA Delegate Assembly. Fall 2012 will mark my twentieth year at an urban campus where my ideas of education, literary studies, and aesthetics are continually challenged, questioned, and reinvigorated. Working with nontraditional students has taught me the importance of taking literary studies to the street to promote literacy as empowerment. Simply stated, I’ve never been locked in the Ivory Tower. My office window overlooks the corner where Rosa Parks was

arrested in 1955. Two blocks east sits the Reverend Martin Luther King's Dexter Avenue Baptist Church, and a few streets north is the former Greyhound bus station where Freedom Riders were beaten in 1961. These landmarks are daily reminders of the importance of challenging institutions of oppression. They also humble me with the catalytic necessity of empathy. I consider myself avowedly antielitist and believe that professions must reach beyond their own corridors of practice. Accordingly, my goal as a delegate would be to encourage the MLA's social activism agenda in terms of promoting diversity, democratic participation, and civil rights. I believe literature and books in general are excellent though underutilized tools of social change. In practical terms, I also believe I have much to offer emerging faculty members on career management. As a journal, anthology, and book editor and as a department chair, I've immensely enjoyed encouraging novice scholars to find their voices and pursue their interests. I value this candidacy as an opportunity to extend that service.

135. Judson D. Watson III. Howry Prof. of Faulkner Studies and prof. English, Univ. of Mississippi.

PhD, Harvard Univ. Fulbright professorship, Univ. of Turku and Åbo Akademi Univ. (Finland), 2002–03. Scandinavian Review Comm., CIES, 2006–08. Pres., William Faulkner Soc., 2009–12. MLA activities: exec. comm., Discussion Group on Southern Lit., 1996–2000. Ed. boards: *Modern Fiction Studies*, *Southern Studies: An Interdisciplinary Journal of the South*, *Faulkner Journal*.

Publications include: *Forensic Fictions: The Lawyer Figure in Faulkner* (1993), *Reading for the Body: The Recalcitrant Materiality of Southern Fiction, 1893–1985* (2012); ed., *Conversations with Larry Brown* (2007), *Faulkner and Whiteness* (2011); contrib., *Faulkner and Psychology* (1994), *The Critical Response to Erskine Caldwell* (1997), *Faulkner and the Natural World* (1999), *Faulkner and Material Culture* (2007), *Larry Brown and the Blue-Collar South* (2008), *American Cinema and the Southern Imaginary* (2010), *The Cambridge Companion to American Fiction after 1945* (2011); articles in *American Literature*, *American Quarterly*, *American Imago*, *Mississippi Quarterly*, *Flannery O'Connor Review*, *Faulkner Journal*, *Cormac McCarthy Journal*, *Études faulkneriennes*, *Studies in Law, Politics, and Society*.

Statement

No doubt like many others in the candidate pool, I see the Delegate Assembly's primary role as one of vigilant advocacy for academic freedom (including the institution of tenure); for secure, supported employment for academic professionals in the fields of literature and language; for the rights and viewpoints of contingent faculty members; and for the continuing relevance of the humanities in higher education. Such advocacy becomes ever more important given the challenges posed by the changing composition of the academic workforce and the continuing corporatization of higher learning.

I'd also like to see the MLA explore ways in which literature, language, and writing programs can play a leadership role in developing sustainability efforts on campuses and in their host communities, efforts that should include the introduction of a sustainability-based curriculum into undergraduate general education through reading, writing, and the study of culture.

Finally, in the light of the recent tragedies on the campuses of Virginia Tech, the University of Alabama, Huntsville, and other schools, I'm very concerned about current legislative efforts in a number of states (including my own) to loosen restrictions against carrying concealed weapons on college campuses. To put it way too mildly, such laws pose a serious threat to workplace safety for students, faculty members, and staff members at such institutions. The MLA should work actively with student groups, law enforcement associations, and other professional organizations such as the AAUP to oppose this legislation.



136. Lisa Nalbhone. Assoc. prof. Spanish, Univ. of Central Florida.

PhD, Florida State Univ. Summer inst. scholarship (Valladolid, Spain), GE Foundation, 2007. Award for Excellence in Teaching, Teacher Incentive Prog., Univ. of Central Florida, 2002, 2007, 2012. Sec.-treasurer (1998–2001) and exec. comm. (2001–02), Southeastern Council on Latin Amer. Studies; Nominating Comm., SAMLA, 2012–. Book review ed., *Florida Foreign Language Journal*, 2008–; ed. board, *South Atlantic Review*, 2011–.

Publications include: *The Novels of Carmen Conde: Toward an Expression of Feminine Subjectivity* (2012); contrib., *The Feminist Encyclopedia of Spanish Literature* (2002), *Dictionary of Literary Biography*, vol. 283 (2003), *Encuentro con la literatura panameña* (2003), *La literatura de Emilia Pardo Bazán* (2009), *Galdós y la gran novella del XIX* (2011); articles in *Hispanófila*, *Romance Notes*, *Letras femeninas*, *Hispania*, *Crítica hispánica*, *Baquiana*, *Pegaso*, *SECOLAS Annals: Journal of the Southeastern Council on Latin American Studies*, *Southeastern Latin Americanist*.

Statement

I have had the pleasure of gaining, over the last two decades, a deeper understanding of the role our profession plays within academia, and I firmly believe in the value of the Modern Language Association of America as a vehicle of betterment for the profession. Although the current climate in higher education is not without its problems, especially financial, there exist among colleagues a profound dedication to our profession and an interest in promoting excellence in our fields. As such, we may be considered the torchbearers of a promising future for our respective disciplines.

I believe in appropriating the direction of our contributions to these disciplines through an empowered, unified voice with which to discuss and devise viable solutions to the myriad obstacles we are facing. It is crucial, however, not to find ourselves continually on the defense and instead create opportunities for growth that allow us to thrive. Of utmost importance is the promotion of our fields as vital to the curricular foundations that contribute to the relevance of the liberal arts at our institutions, with transferability to today’s global society in which the connections among diversity, interdisciplinarity, and collaboration flourish. The open dialogue of our teaching and scholarly pursuits greatly benefits from existing within the space of our national organization. It would be an honor and a privilege for me to serve as one of its regional delegates.

137. **Ericka H. Parra.** Asst. prof. Spanish, Valdosta State Univ.

PhD, Univ. of Florida.

Publications include articles in *Brújula*, *Olhar* (Brazil), *Istmo*, *Latin Americanist*, *Women Writing and Reading Magazine*.

Statement

My main concern is to promote literary research as a tool of sociocultural awareness. This requires collaborative research where we can also recognize students’ creativity and contributions. Thus, my proposal is to support spaces for undergraduate and graduate students’ research.



138. **Audrey Magre-Burba.** Grad. student French, Emory Univ.

MA, Univ. of Utah. Institutional service (Univ. of Utah): ch., Grad. Student Advisory Comm., 2005–06; master teaching asst., 2005–06; organizing comm. ch., Confutati Grad. Symposium, 2006. Dean’s Teaching Fellowship, Emory Univ., 2011–12. Anne Amari Perry Award, Dept. of French and Italian, Emory Univ., Apr. 2012. Conference presentations: Confutati Grad. Symposium (Univ. of Utah), Feb. 2005; French Grad. Colloquium, Emory Univ., Feb. 2010, Feb. 2012; Grad. Student Conference in French and Francophone Studies, Univ. of California, Los Angeles, Oct. 2011.

Statement

As a graduate student poised to begin a job search, I have become concerned with the increasing demands placed on the more vulnerable members of the profession, such as the ones placed on junior faculty members. As the continuing crisis in the humanities has shown, the MLA has a crucial role to play in protecting departments and assuring their survival. I believe this can be achieved by mentoring and preparing junior faculty members to stand as advocates for the value of our research and teaching.

If elected to the Delegate Assembly, I pledge (1) to promote a more intensive professionalization of graduate students; (2) to direct my efforts toward the creation of a path that will help new and upcoming

scholars become successful intellectuals, teachers, and knowledgeable advocates for the study of languages and literature at their institutions; and (3) to represent the interests and concerns of my region.

139. **Jacqueline Salen.** Grad. student comparative lit., Louisiana State Univ., Baton Rouge.
BA, Michigan State Univ.

VI. Central and Rocky Mountain (6 contests)

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

140. **Adam Coon.** Grad. student Spanish, Univ. of Texas, Austin.

MA, Univ. of Utah. FLAS fellowship, 2008, 2009; Assn. for the Study of Amer. Indian Lits. fellowship, 2012; Fulbright–García Robles All Disciplines Award, 2012–13. Ed. board, *Pterodáctilo*, 2010. Conference presentations: Phi Alpha Theta Utah Regional Conference, Apr. 2006; Confutati Grad. Symposium (Univ. of Utah), Feb. 2007; Kentucky Foreign Lang. Conference, Apr. 2008; Colloquium on Hispanic and Luso-Brazilian Lits. and Linguistics (annual grad. conference), Univ. of Texas, Austin, Nov. 2008; Inst. of Latin Amer. Studies Student Assn. (Univ. of Texas, Austin), 2009; African Lit. Assn., 2010; Native Amer. and Indigenous Studies Assn., 2010, 2011, 2012; LASA, 2010, 2012; Interdialectal Nahuatl Conference, Universidad Autónoma de Zacatecas, Dec. 2011; MLA, 2013.

Publications include article in *Utah Foreign Language Review*.

Statement

While preparing this statement, I recalled the bewilderment of a colleague when I explained that I was a member of the MLA and researched contemporary indigenous literatures with an emphasis on Nahuatl. How could something be both modern and indigenous? Why study these texts? What relevance do Native American languages (referred to mistakenly as “dialects” to signify grammatical and cognitive deficiencies) have to present-day society? This perception of Native Americans as primitive and backward is, unfortunately, still prevalent. Nonetheless, particularly in the last decade, members of the MLA have sought to displace such monoglossia. Articles from Robert Warrior, Kathleen Washburn, Lisa Brooks, and Arturo Arias, among others, have underscored the need to open up the archive for and within indigenous studies.

As a member of the Delegate Assembly, I will join efforts to bring deserved recognition to indigenous literary production; highlight the importance of Amerindian languages and cultural practices in offering alternative perspectives and aesthetics; and support indigenous authors and scholars in transforming higher education, publishing their work, and connecting Latin American indigenous scholarship with Native American research in the United States. I will continue to collaborate with indigenous authors and scholars rather than represent atavistic approaches in which they have figured solely as objects of study. The participation of these intellectuals in the MLA will deeply enrich and broaden discussions regarding literary aesthetics and knowledge production.

141. **Paris Masek II.** Grad. student English, Arizona State Univ.

BA, Arizona State Univ. (ASU). Institutional service (ASU): research and writing tutor/mentor, Dept. of Intercollegiate Athletics, 2009–11; Dept. of English rep. (2010–11), lit. rep. (2011–12), and vice pres. (2012–13), Grad. Scholars of English Assn.; humanities rep. and operations comm., Assembly, Grad. and Professional Student Assn., 2011–13. Adjunct instructor English, South Mountain Community Coll., AZ, 2011–13. Western Lit. Assn., Native Amer. and Indigenous Studies Assn., Assn. for the Study of Amer. Indian Lits., Assn. for the Study of Lit. and Environment, World Aquaculture Assn., Natl. Aquaculture Assn. Research and features ed., *Sustainability Review* (ASU), 2011–12. Conference presentations: Southwest English Grad. Symposium, ASU, Feb. 2009, Feb. 2010; Peaks Interdisciplinary Conference, Northern Arizona Univ., Feb. 2010; Western Lit. Assn., 2010; Amer. Indian Workshop, Mar.–Apr. 2011.

Publications include poems in *Merge*.

Statement

The fluid state of the humanities creates a dynamic that makes what is important today a product of past remnants and future influences. No matter where we are on the spectrum between traditional methodologies and digital media, we must accept the challenges and the opportunities that such diversity brings to our respective communities and academic institutions. I work hard to be cognizant of this fluid environment, ready to fully digest, discuss, and assist in putting into place effective programs and support mechanisms in my leadership roles. I get great satisfaction from and enjoy the long-term value of working with people as individuals and in groups, and I appreciate the things that are accomplished through these interactions.

During my twenty-year-plus involvement in trade associations, workplace committees, volunteer organizations, and graduate student governments, I have obtained a broad knowledge base that makes me an insightful and effective leader. I pride myself on having an exceptional work ethic, paying passionate attention to detail, and searching persistently for workable solutions to complex problems. By combining my proficiencies with the skill sets needed of an assembly member, I can provide intelligent insight into the issues that would come before the MLA assembly. To keep us all engaged as much as possible with the ever-changing landscape of our academy, I will be a strong, interactive voice linking the MLA leadership and the educational entities in both my region and my resident school at Arizona State University.

**142. Emily A. Haddad.** Prof. English, Univ. of South Dakota.

PhD, Harvard Univ. Assoc. Dean for Academics, Coll. of Arts and Sciences, Univ. of South Dakota. Fulbright student grant (Egypt), 1986–87; Center for Arabic Study Abroad fellowship, 1987–88; Jacob K. Javits Fellowship, 1989–93; NEH summer stipend, 2004. Richard and Sharon Cutler Award in Liberal Arts (for teaching and research), Univ. of South Dakota, 2004; finalist, Interdisciplinary Nineteenth-Century Studies Essay Prize, 2005. English Discipline Council, South Dakota Board of Regents, 2005–10 (ch., 2009–10); facilitator, seminar for dept. chairs, Council of Colls. of Arts and Sciences, 2008, 2009, 2010. Ed. board, *Journal of Popular Romance Studies*, 2009–.

Publications include: *Orientalist Poetics: The Islamic Middle East in Nineteenth-Century British and French Poetry* (2002); contrib., *Borders, Exiles, Diasporas* (1998), *Colonial and Postcolonial Incarceration* (2001), *Interrogating Orientalism: Contextual Approaches and Pedagogical Practices* (2006), *Empowerment versus Oppression: Twenty-First-Century Views of Popular Romance Novels* (2007), *Feminism and Women's Rights Worldwide*, vol. 1 (2010); articles in *Nineteenth-Century Contexts*, *Victorian Studies*, *Victorian Literature and Culture*, *Journal of African Travel Writing*.

Statement

The professional challenges faced by scholars and teachers of language and literature affect faculty members across the academy. The disjunction between liberal arts ideals and our students' real worries about the instrumental value of their education is not a problem of or for the humanities alone, though we may feel it more sharply. Contingent faculty members in other fields do not necessarily fare better than those in ours. Difficulty obtaining meaningful employment is common throughout the job market. Regardless of discipline, members of the professoriat struggle to manage the competing demands of teaching, research, and service and to preserve a personal life. The MLA's voice is thus an especially important guide as the whole enterprise of higher education picks its increasingly uncertain path.

As a delegate, I would be glad to see the MLA continue its tradition of inclusive, progressive, and forceful advocacy. We are not well served by reiterating the specific vulnerabilities of the fields we love and protect. We must show in our work how proficiency in language—whether one's first, second, or fifth—is both a pleasure and a social good, whether in polyglot Albuquerque or the small South Dakota town where my institution is located. We must teach and study literature both as art and as insight into culture and humanity. We must also recognize that we undertake these essential tasks in often unacknowledged collaboration with so many others—anthropologists and biologists, coaches and counselors—who also play a part in educating our students.

143. No candidate



144. **Salvador Mercado.** Assoc. prof. Spanish, Univ. of Denver.

PhD, Univ. of Maryland, College Park. Minority Predoctoral Teaching Fellowship, LeMoyne Coll., 2001–02. Grant reviewer (for research awards), Professional Staff Congress, City Univ. of New York, 2008–11.

Publications include: coauthor, *Ocho veces Luis Rafael Sánchez* (2008); contrib., *El artista caribeño como guerrero de lo imaginario* (2004), *El bolero literario en Latinoamérica* (2008), *Discurso sobre fronteras—fronteras del discurso: Estudios del ámbito ibérico e iberoamericano* (2009); articles in *Ciberletras*, *Confluencia*, *Nuestra América*.

Statement

As a member of the MLA Delegate Assembly I would work to raise awareness of and develop concerted efforts in response to issues of urgent concern, such as the corporatization of institutions of higher education, with the concomitant policies and trends that undermine the place of the humanities in the curriculum (including the consolidation and closing of language programs as a money-saving strategy), the devaluation of academic work and the teaching profession, and the disproportionate hiring and exploitative treatment of contingent faculty members; job losses and the challenges facing recent PhD recipients; the challenges of recruiting and retaining racial minorities in faculty positions and graduate programs; and the need to support and validate alternative forms of knowledge and epistemologies outside the Eurocentric models of thought and to promote their inclusion in the curriculum and the administrative culture of higher education.

145. **Jorge P. Pérez.** Assoc. prof. Spanish, Univ. of Kansas.

PhD, Univ. of California, Santa Barbara. Assoc. ch., Dept. of Spanish and Portuguese, Univ. of Kansas, 2012–. Research grant, Prog. for Cultural Cooperation between Spain’s Ministry of Culture and United States Univs., summer 2005, summer 2010. Award for Outstanding Faculty Member, Alpha Pi Chapter (Univ. of Kansas), Phi Beta Delta Honor Soc., 2005–06; Cramer Professorship for Research and Teaching Excellence, Dept. of Spanish and Portuguese, Univ. of Kansas, 2006–08; recognition for grad. teaching, Center for Teaching Excellence, Univ. of Kansas, May 2009; W. T. Kemper Award for Teaching Excellence, Univ. of Kansas, fall 2011. Asociación Internacional de Literatura y Cultura Femenina Hispánica, Soc. for Cinema and Media Studies, Asociación Internacional de Estudios Gallegos. MLA activities: Delegate Assembly, 2010–Jan. 2013. Ed. board, *Coastal Review*, 2006–.

Publications include: *Cultural Roundabouts: Spanish Film and Novel on the Road* (2011); guest coed., *Journal of Spanish Cultural Studies* (2009); contrib., *En gustos se comen géneros*, vol. 2 (2004), *Generation X Rocks* (2007), *Cinema paraíso: Representaciones e imágenes audiovisuales en el Caribe hispano* (2010), *Un hispanismo para el siglo XXI: Ensayos de crítica cultural* (2011), *Teoría y práctica de la adaptación filmica* (2012); articles in *Studies in Hispanic Cinema*, *Revista de estudios hispánicos*, *Revista canadiense de estudios hispánicos*, *Journal of Spanish Cultural Studies*, *Anales de la literatura española contemporánea*, *Arizona Journal of Hispanic Cultural Studies*, *España contemporánea*, *Siglo XXI*, *Anuario grial de estudos literarios gallegos*, *Tinta Annex*.



146. **Gina Hausknecht.** Prof. English, Coe Coll.

PhD, Univ. of Michigan. Huntington Library research grant, 1992; Mellon Foundation–Huntington Library research grant, 1997; seminar participant, Center in Central Europe and Russia, Global Partners Project (funded by Mellon Foundation), June 2001; Newberry Library short-term residency, winter 2002; Global Partners Project–Mellon Foundation travel grant, summer 2002.

Publications include: contrib., *The Girl: Constructions of the Girl in Contemporary Fiction by Women* (1998), *Milton and Gender* (2004), *Approaches to Teaching Milton's Shorter Poetry and Prose* (2007); articles in *Year's Work in English Studies*, *Huntington Library Quarterly*, *Educational Technology Magazine*.

Statement

As English department chair at a small liberal arts college, I am concerned with the need to communicate the relevance, value, and vibrancy of the study of the humanities. Within the profession, I see some of the most pressing issues as those having to do with how our appointments and therefore our professional lives are structured. I strongly support the MLA's advocacy of tenure-line positions in the face of the continuing pressure on and devaluing of tenure. I would also like to see institutions at all levels articulate expectations for retention, tenure, and promotion that are commensurate with the demands of our positions. As much discussion within the MLA has demonstrated, the monograph is only one way to communicate expertise and knowledge, and it may well have outlived its usefulness as the gold standard for assessment of scholarship. Tenure and post-tenure promotion expectations should support and enhance, rather than limit and stultify, our growth as scholars, teachers, and full participants in our institutions and the profession. Finally, it's important that we prepare graduate students not just for the job market but for the jobs themselves, which demand multiple skills beyond those of the archive and even the classroom. Leading workshops for job-seeking graduate students has been an occasion for mutual wonder: on my part at how little they know about the academic world beyond the major research university and on their part at the potential for rich and satisfying work at teaching institutions.

147. **Clara A. Lomas.** Prof. Spanish, Colorado Coll.

PhD, Univ. of California, San Diego. Fulbright fellowship, 2001–02. MLA activities: exec. comm., Discussion Group on Chicano Lit., 1991–95; Delegate Assembly, 1992–94; Comm. on the Lits. of People of Color in the United States and Canada, 2000–04.

Publications include: ed. and introd., Leonor Villegas de Magnón, *The Rebel* (1994), *La rebelde* (2004); coed., *In Times of Challenge: Chicanos and Chicanas in American Society* (1988), *Telling to Live: Latina Feminist Testimonios* (2001), *One Wound for Another / Una herida por otra: Testimonios de Latin@s in the U.S. through Cyberspace* (2005); contrib., *Chicana Voices: Intersections of Class, Race, and Gender* (1986), *Longman Anthology of World Literature by Women, 1895–1975* (1989), *Dictionary of Literary Biography*, vol. 82 (1989), vol. 122 (1992), vol. 209 (1999); articles in *Women's Studies International Forum*, *Fem: Revista feminista*, *Palabra*, *Revista chicano-riqueña*, *Frontiers: A Journal of Women Studies*.



148. **Jesse Alemán.** Prof. English, Univ. of New Mexico, Albuquerque.

PhD, Univ. of Kansas. Coord., Amer. Literary Studies, Dept. of English, Univ. of New Mexico, Albuquerque (UNM). NEH summer inst. fellowship, 2000; postdoctoral fellowship, Latina/o Studies Prog., Univ. of Illinois, Urbana, 2002; summer seminar fellowship, Amer. Antiquarian Soc., 2004. Julia M. Keleher Faculty Award for Teaching, Dept. of English, UNM, 2000; Best Essay Award, *MELUS*, 2005; Outstanding Faculty Member, Peer Mentoring for Grads. of Color Prog., UNM, 2009; Wertheim Award (for outstanding faculty member), Dept. of English, UNM, 2009; Outstanding Faculty Member, English Grad. Student Assn., UNM, 2010; STARS Award, Amer. Indian Student Services, UNM, 2011; Award for Teaching Excellence, Coll. of Arts and Sciences, UNM, 2011. Research grant evaluator, NEH, 2004. Grad. student rep. (1997–99), governance comm. (2001–05), and Exec. Comm. member and sec. (2003–06), *MELUS*; subject area ch. (Manifest Destiny and the Mexican War), Southwest/Texas Popular Culture and Amer. Culture Assn., 2000–04; Advisory Council, Amer. Lit. Section, 2011–13. MLA activities: exec. comm., Div. on Chicana and Chicano Lit., 2000–04; or Delegate Assembly, 2002–04; exec. comm., Div. on Ethnic Studies in Lang. and Lit., 2006–Jan. 2011. Ed. board, *American Literary History*, 2008–.

Publications include: coed., *Empire and the Literature of Sensation: An Anthology of Nineteenth-Century Popular Fiction* (2007); introd., Loreta Janeta Velazquez, *The Woman in Battle: The Civil War*

Narrative of Loreta Velazquez, Cuban Woman and Confederate Soldier (2003); contrib., *Recovering the U.S. Hispanic Literary Heritage*, vol. 3 (2000), *Cultural Studies in the Curriculum: Teaching Latin America* (2003), *María Amparo Ruiz de Burton: Critical and Pedagogical Perspectives* (2004), *Look Away! The U.S. South in New World Studies* (2004), *Complicating Constructions: Race, Ethnicity, and Hybridity in American Texts* (2007), *Hemispheric American Studies* (2008), *The Oxford Handbook of Nineteenth-Century American Literature* (2012); articles in *ADE Bulletin*, *American Literary History*, *MELUS*, *Arizona Quarterly*, *Aztlán*.

Statement

I took my PhD from the University of Kansas in 1999, and since then I've been teaching and directing graduate students at the University of New Mexico. My graduate experience and my experience directing doctoral students drive my main matter of professional concern: how to professionalize and make marketable doctoral students graduating from large, public PhD-granting institutions. There are no Ivy League institutions across the fifteen states that compose Region 6, yet the public research institutions that span the Greater West must still provide quality education and training to the cadre of doctoral students they place on the job market in competition with candidates from better-funded, private, or elite institutions. As a Region 6 delegate, I would use my considerable experience in the MLA's administrative structure to ensure that the MLA's commitment to professionalization and job market training can address the training and placement of doctoral students graduating from the region's public institutions.

149. **Simon J. Ortiz.** Regents' Prof. English and Amer. Indian studies, Arizona State Univ.

Honorary doctor of letters, Univ. of New Mexico. Ch., Board of Trustees, Acoma Haak'u Museum Foundation, 2008–11. MLA activities: exec. comm., Div. on Amer. Indian Lits., 2004–08. Ed. or advisory boards: *Cold Mountain Review*, 2009–13; *Malpais Review*, 2010–13.

Publications include: *Going for the Rain: Poems* (1976), *A Good Journey* (1977), *The People Shall Continue* (children's book, 1977; rev. ed., 1988), *Fight Back: For the Sake of the People, for the Sake of the Land* (1980), *From Sand Creek: Rising in This Heart Which Is Our America* (1981), *Fightin': New and Collected Stories* (1983), *Woven Stone* (1992), *After and before the Lightning* (1994), *Men on the Moon: Collected Short Stories* (1999), *Out There Somewhere* (2002), *The Good Rainbow Road / Rawa 'Kashtyaa'tsi Hiyaani: A Native American Tale in Keres and English* (2004); ed., *Earth Power Coming: Short Fiction in Native American Literature* (1983), *Speaking for the Generations: Native Writers on Writing* (1998), *Beyond the Reach of Time and Change: Native American Reflections on the Frank A. Rinehart Photograph Collection* (2004); guest ed., *Kenyon Review* (2010); coed., *A Ceremony of Brotherhood, 1680–1980* (1981); contrib., *Across Cultures / Across Borders: Canadian Aboriginal and Native American Literatures* (2009), *America and the Misshaping of a New World Order* (2010).



150. **Karen E. Ramirez.** Senior instructor, western Amer. and Native Amer. lit., Univ. of Colorado, Boulder.

PhD, Univ. of Illinois, Urbana. Assoc. dir., Sewall Residential Academic Prog., Univ. of Colorado, Boulder, 2009–; exec. comm., Boulder Faculty Assembly, 2010–. Dorothy Martin Faculty Award (for teaching excellence and feminist activism), Univ. of Colorado, Boulder, 2005; Mortar Board Soc. Award (for excellence in teaching), 2007; Marinus Smith Award (for excellent undergrad. teaching), Univ. of Colorado, Boulder, 2007. Invited scholar, Idaho Humanities Council Teacher Inst., 2012. Copres., Western Lit. Assn., 2008.

Publications include: *Reading Helen Hunt Jackson's Ramona* (2006); contrib., *A Companion to the Literature and Culture of the American West* (2011); article in *Great Plains Quarterly*.

Statement

I have been a member of the MLA since I was a graduate student and have consistently, though peripherally, supported its mission to strengthen the study and teaching of languages and literature. I was

pleased to be asked to run as a regional delegate this year because I have been energized recently to see the MLA proactively taking on critical issues for the fields of literature and languages and for the academy more widely. These issues include: professional equity between tenured and non-tenure-track faculty members, academic freedom for all faculty members, interdisciplinary scholarship and teaching, and the gap between the realities of the job market in our fields (more teaching positions than research positions) and the ways in which we train graduate students (to focus on research). I already advocate for these issues locally through my service on the CU-Boulder Faculty Assembly, and I would welcome the opportunity to advocate for them more widely as a MLA regional delegate.

151. Malinda M. Williams. Lecturer, Univ. Writing Prog., Univ. of Denver.

PhD, Univ. of Denver. RMMLA, NCTE, CCCC, MELUS, Renaissance Soc. of America.

Publications include: contrib., *The Impact of Don Quijote (1605–2005) on the Culture of the Modern and Postmodern World* (2006), *Encyclopedia of American Indian Literature* (2007), *African American National Biography* (2008).

Statement

It is no secret that the nature of academic employment is changing, and changing rapidly. Fewer tenure lines in the humanities are being renewed or created each year, more and more colleges and universities are relying on non-tenure-track faculty members to teach undergraduate courses, and more and more of these faculty members are expected not only to teach (often both within and beyond their particular disciplines or specialties) but also to perform campus service and actively participate in professional activities, including academic publishing. As one of these full-time, non-tenure-track university faculty members, I hope to give a voice within the MLA to this increasing population, especially within the Central and Rocky Mountain region. I expect to participate in candid, productive conversations about the changes in the profession that affect all of us, from graduate students to full professors and all points in between. And I hope to represent the interests of MLA members in my region with regard to reasonable expectations for professional evaluation, retention, and promotion standards.

VII. Western US and Western Canada (8 contests)

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

152. Christopher M. Lupke. Assoc. prof. Chinese, Washington State Univ., Pullman.

PhD, Cornell Univ. Freeman Foundation fellowship, 1999–2000; conference grant (2000), publication subsidy (2004), and research grant (2005–06), Chiang Ching-kuo Foundation; Fulbright research grant, 2001–02; research fellowship, Center for Chinese Studies, Natl. Central Library (Taiwan), 2002; Natl. Science Council (Taiwan) publication grant, 2003; Blakemore Foundation grant, 2004–05; Fulbright-Hays research grant, 2006–07; prog. development grant, Undergrad. Intl. Studies and Foreign Lang. Prog., US Dept. of Educ., 2007–13; NEH summer seminar fellowship, 2011. Screening comms.: Inst. of Intl. Educ. (Fulbright-Hays grants), Natl. Security Educ. Prog., Research Foundation of the City Univ. of New York, Royal Netherlands Acad. of Arts and Sciences, SSHRC. Pres., Assn. of Chinese and Comparative Lit., 2010–12. MLA activities: exec. comm., Div. on East Asian Langs. and Lits. after 1900, 2003–06; Delegate Assembly, 2008–Jan. 2011; *PMLA* Advisory Comm., 2012–15. Ed. or advisory boards: *Positions: East Asia Cultures Critique*, 2000–; *Journal of Modern Literature in Chinese*, 2002–; *Rocky Mountain Review*, 2004–; *Pacific Coast Philology*, 2005–; *CLT: Chinese Literature Today*, 2009–; *Studia Formosiana*, Verlag Harrassowitz.

Publications include: ed., *The Magnitude of Ming: Command, Allotment, and Fate in Chinese Culture* (2005), *New Perspectives on Contemporary Chinese Poetry* (2008); contrib., *Studies on the Literary and Culture Discourse of Li Qiao* (2008), *Chinese Women’s Cinema: Transnational Contexts* (2011), *Documenting Taiwan on Film: Issues and Methods in New Documentaries* (2012), *Lush Blossoms of an Alien Land: Selections of Taiwan Literary Scholarship from Overseas* (2012); articles in *Modern Chinese*

Literature and Culture, Asian Cinema, Journal of Modern Literature in Chinese, Positions, Journal of Asian Studies, Senses of Cinema, Chinese Literature Today, Boundary 2.

Statement

I first moved to the Pacific Northwest in 1992 and know the region very well. My main areas of research and teaching are Chinese language, literature, and cinema and cultural studies as well as East Asian cultures. In particular, I have been active in applying postcolonial theories to East Asia. I have worked hard for over twenty years to increase the prominence of East Asian languages in the MLA, an effort crucial both to the MLA and to the study of these languages in North America. I have served as a member of the executive committee of the Division on East Asian Languages and Literatures after 1900 and as that division's delegate. As a regional delegate, I would work hard to advocate both for East Asian languages and for regional concerns. It was wonderful to have the MLA annual conference in Seattle this past year, and I would advocate strongly a return to the Northwest again as soon as possible. I am also a member of the American Association of University of Professors and a strong advocate for the rights of faculty members in the academy's system of shared governance and for the rights of contingent faculty members, who are perennially imperiled. The MLA must maintain its unique role as an academic association unaffiliated with any given university to continue to monitor employment abuses and to continue to take appropriate stands, with democratic support within the MLA, on broader issues that affect education.

153. No candidate



154. **Janis Breckenridge.** Assoc. prof. Spanish, Whitman Coll.

PhD, Univ. of Chicago. Feministas Unidas Essay Prize, 2007. Ed. board, *Nomenclatura: Aproximaciones a estudios hispánicos* (Univ. of Kentucky), 2010–11.

Publications include: coed. and contrib., *Pushing the Boundaries of Latin American Testimony: Meta-morphoses and Migrations* (2012); contrib., *Tortilleras: Hispanic and U.S. Latina Lesbian Expression* (2003), *Photography and Writing in Latin America: Double Exposures* (2006), *Latin American Jewish Cultural Production* (2009); articles in *Letras femeninas*, *Monographic Review / Revista monográfica*, *Romance Languages Annual*, *Journal of the Midwest Modern Language Association*, *Confluencia*, *Chasqui*, *Feministas Unidas Newsletter*.

Statement

Now, more than any other time in my career, I feel that there is an urgent need for committed participation in faculty governance. Among other pressing matters, we face budget shortages, a crisis in humanities publication, and, perhaps most important, serious challenges to academic freedom and autonomy. As a Spanish professor with a research focus in social justice and human rights, I am particularly sensitive to the vulnerabilities of women, minorities, and contingent faculty members and graduate students in higher education. To best represent Region 7, I aim to respond to the MLA's call to advocacy, one that remains best articulated in Rosemary Feal's Editor's Column in the Summer 2011 issue of the *MLA Newsletter*. I strongly believe that we must use our collective voice to exert pressure on state and federal legislators, defend the value of the humanities, protest funding cuts for student grants while simultaneously working to decrease the burden of student debt, protect the right to collective bargaining, and speak out strongly against anti-immigration policies.

155. **Natalia Ruiz-Rubio.** Asst. prof. Spanish, Eastern Washington Univ.

PhD, Michigan State Univ. (MSU). Outstanding Faculty Award, Academic Support Center, Eastern Washington Univ. (EWU), 2011. Fulbright screening comm., EWU, 2011. Ed., *Tropos* (grad. journal, Dept. of Romance and Classical Langs., MSU), 2002–06.

Publications include articles in *Revista de artes, letras y filosofía*, *Cuaderno internacional de estudios hispánicos y lingüística / International Journal of Hispanic Studies and Linguistics*.

Statement

I am honored to be nominated for the MLA Delegate Assembly. As regional delegate from the West, I will be particularly interested in initiatives that foster discussions about interdisciplinary collaborations, both inside the academy and in the communities hosting our institutions. Beyond the impending budget crisis, humanities programs are facing numerous challenges regarding the relevance of the humanities and our role as educators to engage students. This could be an excellent opportunity to rethink our boundaries, especially between academia and other communities and between teaching and research. I strongly advocate for strengthening the relevance of the humanities as a key area of interdisciplinary scholarship that needs to be more visible for both students and the public. I think the MLA has a role to play in fostering interdisciplinary work by its members both through programming, discussions, and activities and through forging links with community organizations. Professionally, I would like to address two important areas relevant to many of us: the interrelatedness of teaching and research and ways to make this connection visible in the classroom through collaborative learning and the need for professional development opportunities on our campus and through professional associations.

156. **Magdalena Kay.** Assoc. prof. English, Univ. of Victoria.

PhD, Univ. of California, Berkeley. Mellon fellowship, 2001–02; SSHRC research grant, 2010.

Publications include: *Knowing One's Place in Contemporary Irish and Polish Poetry: Zagajewski, Mahon, Heaney, Hartwig* (2012), *In Gratitude for All the Gifts: Seamus Heaney and Eastern Europe* (2012); contrib., *New Perspectives on Polish Culture: Personal Encounters, Public Affairs* (2012); articles in *Comparative Literature, Polish Review, Canadian Journal of Irish Studies, New Hibernia Review, An Sionnach: A Journal of Literature, Culture, and the Arts, World Literature Today, Early Modern Literary Studies*.

Statement

As a delegate, I would listen to the concerns voiced by members in my region and would represent those concerns to the MLA. I would also speak according to my own conscience and vote accordingly. I am concerned about the humanities crisis that has been a topic of concern for several years now, but I strongly believe that the humanities will survive and that the end of days is not upon us quite yet. I will bring this cautiously optimistic, or perhaps melioristic, perspective to bear on my work as a delegate and will support efforts to advocate on behalf of the humanities. I am also looking forward to hearing and thinking about other issues that face us and adding my voice (and the voices of the regional members I shall represent) to the ongoing conversation about our profession.

157. **Allison Muri.** Assoc. prof. English, Univ. of Saskatchewan.

PhD, Univ. of Saskatchewan. SSHRC doctoral fellowship, 2000–01; SSHRC postdoctoral fellowship (McMaster Univ.), 2001–03; Canadian Foundation for Innovation grant, 2008–10; SSHRC research grant, 2010–13. Finalist, Raymond Klibansky Prize (for best English-lang. humanities book), Canadian Federation for the Humanities and Social Sciences, 2008. Webmaster, Canadian Soc. for Eighteenth-Century Studies, Nov. 2009–; lit. ed. board, *18thConnect: Eighteenth-Century Scholarship Online*, July 2010–.

Publications include: *The Enlightenment Cyborg: A History of Communications and Control in the Human Machine, 1660–1830* (2007); coed., Anna Lætitia Aikin, *Poems* (1773) (hypertext ed., 1999); contrib., *The Future of the Page* (2004), *Producing the Eighteenth-Century Book: Writers and Publishers in England, 1650–1800* (2009), *Online Humanities Scholarship: The Shape of Things to Come* (2010), *Hidden Treasure: The National Library of Medicine* (2012); articles in *Studies in Medieval and Renaissance Teaching, Lumen, Digital Defoe: Studies in Defoe and His Contemporaries, Journal of Medical Humanities, Eighteenth Century: Theory and Interpretation, New Media and Society, Body and Society, Canadian Journal of Irish Studies*.

Statement

I am currently associate professor in the Department of English and coordinator for the minor in Digital Culture and New Media (offered through the Interdisciplinary Centre for Culture and Creativity) at the University of Saskatchewan. I am well aware of the concerns about the relevance of the humanities today, particularly in terms of the push toward science models or corporate models of “relevance.” In my experience as a relatively new scholar in the humanities, I have noted the increased expectations for new faculty members to generate research funding; to “innovate” in terms of technology, public policy, or engagement; to produce “highly qualified personnel”; to produce results with accountable social, economic, and environmental benefits; and to be corporate players in a knowledge economy. At the same time, issues of digital culture and digital scholarship loom as some of the most significant game changers in the humanities: one of my principal concerns is what we want the digital future to be for the humanities (including both the digital humanities and traditional humanities). None of these expectations or changes is problematic, of itself, but I am concerned with how they subtly shift the research questions we feel obliged—perhaps even entitled—to ask. I am a scholar who is engaged with—who loves—innovation, technology, and change. I am also a scholar who recognizes the value and importance of our traditional work in the humanities. How we balance those in our seemingly uncertain future is of paramount concern.

158. **Jason Herbeck.** Assoc. prof. French, Boise State Univ.

PhD, Univ. of Wisconsin, Madison. Idaho Humanities Council research grant, 2008. Visiting prof., Univ. of Pau, summer 2011. Award for Research/Creative Activity, Coll. of Arts and Sciences, Boise State Univ., 2012. North Amer. section coord. and ex officio vice pres., Société des Études Camusiennes, 2009–; Haitian Studies Assn.; Conseil International d’Études Francophones; Soc. for Francophone Postcolonial Studies; RMMLA; AATF.

Publications include: contrib., *Albert Camus et les écritures du XXe siècle* (2003), *Detective Fiction in a Postcolonial and Transnational World* (2009), *Haiti Rising: Haitian History, Culture, and the Earthquake of 2010* (2011), *Écrits d’Haïti: Perspectives sur la littérature haïtienne contemporaine (1986–2006)* (2011), *La passion du théâtre: Camus à la scène* (2011); articles in *Revue critique de fiction française contemporaine*, *Présence d’Albert Camus*, *Francophone Postcolonial Studies*, *French Review*, *Dalhousie French Studies*, *Mosaic*, *L’Esprit Créateur*, *Romanic Review*; trans. in *Caribbean Writer*.

Statement

Honored to have been nominated to run for a seat in the Delegate Assembly, I feel that one of the most constructive ways to address current fears and frustrations related to a faltering economy and further cuts to language and literature programs across the United States is to affirm often and unequivocally the values—humanistic, physiological, economic—of second language acquisition. When Larry Summers suggests unabashedly that “the substantial investment necessary to speak a foreign tongue is universally worthwhile,” it is vital that we demonstrate why this is so. As of late, many different experts have written in defense of learning languages, and, perhaps unsurprisingly, they are not all university language professors. In addition to the invaluable social and cultural awareness acquired when learning a language, it has been found that learning a second or third language when young enriches and enhances cognitive development and enables children to become more proficient learners in other academic subjects. And knowing a second language not only keeps our minds alert in ways that surpass the monolingual brain but significantly helps to ward off diseases such as Alzheimer’s, makes people more successful job searchers, and on average rewards them with a higher salary as compared with those who know only one language. Finding ways to make this information more available to the general public is one way we can all advocate for careers we believe in.

159. No candidate



160. **James Kyung-Jin Lee.** Assoc. prof. Asian Amer. studies, Univ. of California, Irvine.

PhD, Univ. of California, Los Angeles. Ch., Dept. of Asian Amer. Studies, Univ. of California, Irvine. Research assoc., Inst. for Signifying Scriptures, Claremont Grad. Univ., 2007–. MLA activities: Delegate Assembly, 2006–08. Assoc. ed., *American Quarterly*, 2006–09; ed. board, *The Heath Anthology of American Literature*, 2006–; advisory board, *Journal of Transnational American Studies*, 2007–.

Publications include: *Urban Triage: Race and the Fictions of Multiculturalism* (2004); coed., *The Heath Anthology of American Literature* (6th ed., 2009); guest coed., *Amerasia Journal* (2011); articles in *Journal of Race, Ethnicity, and Religion*, *PMLA*, *Amerasia Journal*, *Biblical Theology Bulletin*, *Novel: A Forum on Fiction*.

Statement

The multiscalar devastation wrought by the ongoing economic crisis has exacerbated the moral panic over the future of humanities education, most notably within public higher education. But as powerful as it is, panic is but one response available to us to make sense and find language to be witness and to deal with the real losses that we face on our campuses and in our communities. What we can marshal and envision are other affective capacities (not leaving aside our critical ones) that the humanities at their best can bring forth and that can help others who are experiencing devastation but who are at pains to find the words to give their experience shape and story. If we build institutional, professional, and political futures with this in mind, then there's a chance that something called the humanities may not just survive but thrive in that thus-far-inchoate future.

161. No candidate



162. **April Anson.** Grad. student English, Univ. of Oregon.

MA, Portland State Univ. Institutional service (Portland State Univ.): ch., Literary Soc., 2010; ch., Grad. Writing Comm., 2010–12. Participant, Fulbright Teacher Exchange Prog., 2007–08; Jane Campbell Krohn Grad. Fellowship, Univ. of Oregon, 2012–13. Phillip Ford Grad. Award, Dept. of English, Portland State Univ., 2012. English dept. ch., Forest Grove High School (Forest Grove, OR), 2006–08; K–12 Curriculum Establishment Comm., Forest Grove School District, 2007–08. Conference presentations: Medieval and Early Modern Inst., Univ. of Alberta, Feb. 2010; Oregon Rhetoric and Composition Conference (Portland State Univ.), May 2010; Evil, Women, and the Feminine (*Inter-Disciplinary.Net*; Warsaw, Poland), May 2011; Assn. for the Study of Lit. and Environment (ASLE), 2011; ASLE regional symposium (Univ. of Alaska Southeast), June 2012.

Publications include: ed. and contrib., *The Evil Body* (2011); article in *Journal for the Study of Religion*.

Statement

I am honored to be nominated for the MLA Delegate Assembly. My long experience in secondary and collegiate teaching in Oregon informs my understanding of issues related to research and publication as well as professionalization. This background has prepared me to be a representative for the Western United States and Western Canada region. My interest in the MLA assembly is centered on environmental issues and their theoretical concerns, with special attention paid to fostering interdisciplinary scholarship. Throughout my graduate career, I have witnessed several roadblocks that prevent graduate students from working outside their established discipline. Now, and in the future, this hinders forward-looking scholarship and the efficacy and investment of graduate students. If elected, I plan to address these problems. I believe that by increasing support for, and access to, interdisciplinary scholarship, as well as increasing course instruction choice, graduate students will be more equipped to handle the swiftly expanding domains of the English discipline as well as the narrowing job market.

163. Cheryl Narumi Naruse. Grad. student English, Univ. of Hawai‘i, Mānoa.

MA, Univ. of Hawai‘i, Mānoa. Institutional service (Univ. of Hawai‘i, Mānoa): MA rep., Policy Comm., Dept. of English, 2007–08; grad. student rep., Grad. Prog. Comm., Dept. of English, 2008–09, fall 2009, spring 2011, fall 2011; research cluster coord., Comparativism and Translation in Literary/Cultural Studies, Apr. 2008–June 2010; symposium coord., Center for South Asian Studies, spring 2009; program comm. for interdisciplinary symposium (Translating the Human, Jan. 2010), 2009–10. Moscotti Fellowship for Grad. Studies of Southeast Asia, Univ. of Hawai‘i, Mānoa, 2011; grad. fellowship, Research Corp. of the Univ. of Hawai‘i, 2012–13. Conference presentations: AAAS, 2009; MLA, 2011; Cultural Studies Assn., 2011; ACLA, 2011; Amer. Lit. Assn., 2012.

Publications include article in *Graduate Journal of Asia/Pacific Studies*; reviews in *Marvels and Tales: Journal of Fairy Tale Studies*, *Transnational Literature*.

Statement

As a fifth year doctoral student, I have some concerns that have grown out of my work on graduate curriculum development and admissions: prolonged time to graduation, demanding professional expectations of graduate students, disproportionate values assigned to research and teaching, limited career options outside academia, and uneven graduate student work-life balance. Graduate students experience many contradictions between their intellectual growth and development as students and professional and market demands. More fully examining these disjunctures may better reveal the ways in which curricular values and professional expectations need to transform. I believe that we should not treat the current lack of academic positions as a mere problem of an “overproduction of PhDs” but as a sign that we cannot limit the value of our education to the academy.

As an international student, I have also been concerned about the problems and issues faced by international graduate students and faculty members, particularly at United States public universities. The MLA can better address the concerns of international students and faculty members by creating forums for a more concentrated examination of labor, visa, and tenure-clock issues.

Last, I am interested in promoting the notion of interdisciplinary work in a way that does not simply pander to corporatized catchphrases. For this work to happen in progressive and meaningful ways, I believe that the MLA has to assign greater value to such work, produce institutional space for it within the organization, collaborate with other disciplinary and community organizations, and create research positions.



164. Maria Faini. Grad. student ethnic studies, Univ. of California, Berkeley.

MA, Univ. of Hawai‘i, Mānoa. Institutional service: grad. rep., Colloquium Comm., Dept. of English, Univ. of Hawai‘i, Mānoa, 2008–09; grad. student organizer, Ethnic Studies, African Amer. Studies, and Gender and Women’s Studies Coalition, Univ. of California, Berkeley, 2010–11. Biography Prize, Center for Biographical Research, Univ. of Hawai‘i, Mānoa, 2009. ASA, Oral History Assn., NEMLA, PAMLA. Ed. board, *nineteen sixty nine* (student journal, Dept. of Ethnic Studies, Univ. of California, Berkeley), 2011–12. Conference presentations: *Film and History* Conference (Chicago, IL), Nov. 2008; NEMLA, 2009; Coll. of Langs., Linguistics, and Lit., Univ. of Hawai‘i, Mānoa (grad. conference), Apr. 2009; *Never the Twain? East and West Cultural Self-Images in Auto/Biography* (Australian Natl. Univ.), Feb. 2010; Intl. Auto/Biography Assn., 2010; PAMLA, 2010, 2011; Cultural Studies Assn., 2011, 2012; Oral History Assn., 2011, 2012; MLA, 2012; Queer (In)Security (Univ. of California, Davis), May 2012.

Publications include: contrib., *Locating Life Stories: Beyond East-West Binaries in (Auto)Biographical Studies* (2012).

Statement

Academia can be an isolating community. The economic crisis has made this reality much worse, especially for graduating PhDs entering dismal job markets. My experience as a graduate student thus far has made one thing clear: mentorship can make or break a student’s professional future. Yet, in United States public universities especially, dwindling funds have drained many of the resources available for sustaining effective faculty guidance for graduate students. As a delegate, I would work to promote (1) greater

institutional recognition and visibility for graduate students in the humanities; (2) focus-group work to develop an understanding of the particular needs of students of color, LGBTQI students, first-generation students, women, and students with disabilities; (3) a commitment to information sharing among underrepresented new faculty members, adjunct faculty members, and graduate students in order to create novel ways of disseminating necessary resources for professional success and personal wellness; (4) a commitment to the challenge of (re)defining and renegotiating—through roundtables and online forums—the contemporary roles and intellectual, social, and even economic value of the humanities in the institution today; (5) greater innovation in humanities pedagogy, particularly by incorporating and valuing nontraditional, oral, and performance texts; and (6) a commitment to bridging the institutional divide between intellectual and community work and to recognizing the historical and contemporary ties that bind community building, social projects, and the academy. I hope that my service in the MLA assembly will help foster and cultivate new modes of tackling such challenges.

165. **Alexandria Gray.** Grad. student English, Univ. of Washington, Seattle.

MA, Florida Atlantic Univ.



166. **Marta Figlerowicz.** Grad. student English, Univ. of California, Berkeley.

MA, Univ. of California, Berkeley (UCB). Harvard Center for Jewish Studies fellowship, 2006; Michele McNellis Fellowship for Grad. Studies, UCB, 2009–11; Mellon-Berkeley Fellowship for Grad. Studies, 2009–14. Barbara Kurtz Second-Year Review Award, Dept. of English, UCB, 2011; Benjamin Kurtz Essay Prize, Dept. of English, UCB, 2011. Chief ed., *Qui Parle: Critical Humanities and Social Sciences*, 2010–. Conference presentations: Objects of Knowledge, Objects of Exchange: Contours of (Inter) Disciplinarity (grad. conference, Harvard Univ.), Apr. 2009; ASECS, 2010; Intl. Soc. for the Study of Narrative, 2010, 2012; Amer. Lit. Assn., 2011, 2012; ACLA, 2012.

Publications include: guest ed., *Qui Parle* (2012); contrib., *Undergraduate Research in English Studies* (2010); articles in *New Literary History*, *Boston Review*, *Film Quarterly*, *Journal of Modern Literature*, *Prooftexts: A Journal of Jewish Literary History*, *Qui Parle*, *Dix-huitième siècle*, *Romance Sphere*.

Statement

I would like to further discussion of how we as teachers of literature support multilingual English speakers, who are a growing presence both among students and among those who enter academia (myself included). Experiences of multilingualism add to how we think about teaching literature in a way my generation of future academics will need especially to take into account.

Multilingual English speakers represent a wide variety of levels. Their immediate verbal performance often belies their writing and analytic skills, or vice versa. The difference between fluent multilingual speakers and native speakers frequently lies not in their language ability itself but in the areas of expression and analysis they find challenging.

I have spoken English since early childhood but only moved to America for the long term later in life. Before and during college I taught English as a second language to adults and adolescents. As a graduate student I have been struck by how many of the undergraduates I teach share such experiences of language switching and strive to make overt intellectual use of them.

I would like to raise awareness of multilingual students' participation in literature courses to help us as graduate students and future faculty members respond to their needs within the context of our field. I also want to promote ways of incorporating these students' particular strengths into a literature classroom that enhance everyone's learning experience. I finally want to consider how we can support multilingual undergraduates seeking a career in the humanities.

167. **Diana Leong.** Grad. student culture and theory, Univ. of California, Irvine.

MA (English), Univ. of Hawai‘i, Mānoa (UHM); MA (culture and theory), Univ. of California, Irvine (UCI). Institutional service: grad. rep., Colloquium Comm., Dept. of English, UHM, 2007–08; grad. rep., Policy Comm., Dept. of English, UHM, 2008–09; conference coch., Culture and Theory Grad. Student Assn., UCI, Apr. 2010; student rep., PhD Prog. in Culture and Theory Exec. Comm., UCI, 2010–11, 2011–12. Koehn Fellowship in Critical Theory, UCI, 2012–13. Ed. collective, *Transcripts: An Interdisciplinary Journal in the Humanities and Social Sciences* (UCI), 2011–12. Conference presentations: NEMLA, 2009; AAAS, 2009; Cultural Studies Assn., 2010, 2011; Understanding Sustainability: Perspectives from the Humanities (Portland State Univ.), May 2010; Critical Ethnic Studies and the Future of Genocide (Univ. of California, Riverside), Mar. 2011.

Publications include: coed., *Proceedings 2008: Selected Papers from the Twelfth College-Wide Conference for Students in Languages, Linguistics, and Literature* (2008), *Proceedings 2009: Selected Papers from the Thirteenth College-Wide Conference for Students in Languages, Linguistics, and Literature* (2009).

Statement

As a graduate student in an interdisciplinary humanities program, I am keenly aware of the effects that recent austerity measures have had and are continuing to have on some of our most valuable departments. Cross-disciplinary conversations are necessary to rigorous critical thinking and productive institutional research, and, on this score, we must continue to support those programs that encourage collaborative work. If elected to the MLA Delegate Assembly, I intend to work toward the retention of these programs and their faculty members as well as address the growing set of challenges facing new PhDs on the job market.