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OSCAR EINZIG PHOTOGRAPHY



Richard J. Franke,
recipient of the Phyllis
Franklin Award.

Phyllis Franklin Award for Public Advocacy of the Humanities Presented to Richard J. Franke

The third Phyllis Franklin Award for Public Advocacy of the Humanities was presented to Richard J. Franke, retired chair and CEO of Nuveen Investments, Inc., and founder of the Chicago Humanities Festival, during the MLA Presidential Address on 28 December 2007. MLA President Michael Holquist presented Franke with a plaque in recognition of his advocacy of the arts and humanities; at a reception preceding the address Franke received a signed first edition of *The Congo and Other Poems* by Vachel Lindsay.

The award was established to honor Phyllis Franklin, who died in August 2004. Franklin served as the MLA's director of English programs and then as executive director from 1985 until 2002. Previous winners of the award are Senator Edward M. Kennedy (2003) and former Princeton University and Andrew W. Mellon Foundation President William G. Bowen (2005). □

GRANTS AND PRIZES

Winners of MLA Prizes Announced

The winners of twelve annual prizes and six biennial awards given by the MLA were recognized at the 2007 MLA convention in Chicago. Gerald Graff, first vice president of the association, announced and presented the prizes at a ceremony preceding the Presidential Address on 28 December.

William Riley Parker Prize: Pauline Yu, "Your Alabaster in This Porcelain: Judith Gautier's *Le livre de jade*" (*PMLA*, March 2007). Honorable Mention: Joseph R. Slaughter, "Enabling Fictions and Novel Subjects: The *Bildungsroman* and International Human Rights Law" (*PMLA*, October 2006)

James Russell Lowell Prize: Martin Puchner, *Poetry of the Revolution: Marx, Manifestos, and the Avant-Gardes* (Princeton University Press, 2006). Honorable Mention: Wai Chee Dimock, *Through Other Continents: American Literature across Deep Time* (Prince-

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ton University Press, 2006), and Cynthia Wall, *The Prose of Things: Transformations of Description in the Eighteenth Century* (University of Chicago Press, 2006)

Modern Language Association Prize for a First Book: Sean X. Goudie, *Creole America: The West Indies and the Formation of Literature and Culture in the New Republic* (University of Pennsylvania Press, 2006)

Mina P. Shaughnessy Prize: Janet Alsup, *Teacher Identity Discourses: Negotiating Personal and Professional Spaces* (Lawrence Erlbaum Associates and National Council of Teachers of English, 2006)

Kenneth W. Mildener Prize: Penny McKay, *Assessing Young Language Learners* (Cambridge University Press, 2006)

Modern Language Association Prize for Independent Scholars: Eric Edward Paras, *Foucault 2.0: Beyond Power and Knowledge* (Other Press, 2006)

Katherine Singer Kovacs Prize: William P. Childers, *Transnational Cervantes* (University of Toronto Press, 2006). Honorable Mention: Lois Parkinson Zamora, *The Inordinate Eye: New World Baroque and Latin American Fiction* (University of Chicago Press, 2006)

Morton N. Cohen Award for a Distinguished Edition of Letters: John Kelly and Ronald Schuchard, *The Collected Letters of W. B. Yeats*, volume 4 (Oxford University Press, 2005)

MLA Prize for a Distinguished Scholarly Edition: Roger Lonsdale, *The Lives of the Poets*, by Samuel Johnson, 4 volumes (Oxford University Press, 2006). Honorable Mention: Christopher S. Mackay, *Malleus Maleficarum*, 2 volumes (Cambridge University Press, 2006), and Daniel Paul O'Donnell, *Cædmon's Hymn: A Multimedia Study, Archive, and Edition* (D. S. Brewer in association with SEENET and the Medieval Academy, 2005)

Aldo and Jeanne Scaglione Prize for Comparative Literary Studies: Toril Moi, *Henrik Ibsen and the Birth of Modernism: Art, Theater, Philosophy* (Oxford University Press, 2006)

Aldo and Jeanne Scaglione Prize for French and Francophone Studies: Lawrence D. Kritzman, editor, *The Columbia History of Twentieth-Century French Thought* (Columbia University Press, 2006). Honorable Mention: Sharon Kinoshita, *Medieval Boundaries: Rethinking Difference in Old French Literature* (University of Pennsylvania Press, 2006)

Aldo and Jeanne Scaglione Prize for Studies in Slavic Languages and Literatures: Julie A. Buckler, *Mapping St. Petersburg: Imperial Text and Cityshape* (Princeton University Press, 2005). Honorable Mention: Olga Matich, *Erotic Utopia: The Decadent Imagination in Russia's Fin de Siècle* (University of Wisconsin Press, 2005)

Aldo and Jeanne Scaglione Prize for a Translation of a Scholarly Study of Literature: Shelley Frisch, *Kafka: The Decisive Years (Kafka: Die Jahre der Entscheidungen)* by Reiner Stach (Harcourt, 2005)

Aldo and Jeanne Scaglione Prize for Italian Studies: Cristina Della Coletta, *World's Fairs Italian Style: The Great Exhibitions in Turin and Their Narratives, 1860–1915* (University of Toronto Press, 2006)

Aldo and Jeanne Scaglione Publication Award for a Manuscript in Italian Literary Studies: Lina N. Insana, *Arduous Tasks: Primo Levi, Translation, and the Transmission of Holocaust Testimony* (University of Toronto Press)

Lois Roth Award for a Translation of a Literary Work: Edwin A. Cranston, *A Waka Anthology, Volume Two: Grasses of Remembrance* (Stanford University Press, 2006)

William Sanders Scarborough Prize: Jacqueline Goldsby, *A Spectacular Secret: Lynching in American Life and Literature* (University of Chicago Press, 2006)

MLA Prize in United States Latina and Latino and Chicana and Chicano Literary and Cultural Studies: Alicia Arrizón, *Queering Mestizaje: Transculturation and Performance* (University of Michigan Press, 2006), and Ramón Saldívar, *The Borderlands of Culture: Américo Paredes and the Transnational Imaginary* (Duke University Press, 2006)

The MLA's prizes are awarded under the auspices of the Committee on Honors and Awards, which appoints the members of the selection committees and determines procedures, deadlines, and criteria for eligibility for all the prizes. Deadlines for upcoming prizes appear on page 32. To submit books or to obtain detailed information

Online Forums Launched

Beginning in February, and for a test period of at least eighteen months, each division and discussion group will have an online forum located on the MLA Web site. MLA members will have customized home pages with direct access to the online forums for the divisions and discussion groups in which they are registered. In addition, members will have access to all online forums so that they may participate in a variety of exchanges with their colleagues. Ideally, these forums will generate collaboration among scholars who otherwise would have limited opportunities to be in touch and to work together.

Executive committees will be able to communicate directly with their constituents concerning division and discussion group activities (calls for papers, issues in the field, meetings at the convention) and with other executive committees. Individual members can contribute to dialogues about issues and ideas in multiple forums and make contact with colleagues across fields about intellectual, pedagogical, and professional topics. They can also communicate with the executive committees by using the link provided. □

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POSTMASTER: Send address changes to *MLA Newsletter*, 26 Broadway, 3rd floor, New York, NY 10004-1789.

Assessment Changes Everything

When I served on college admissions committees in the 1990s, a phrase that kept coming up was “the best students,” in comments like “We’ve got to get the best students” or “Rival College X down the road is beating us out for the best students.” I came to think of the mentality behind these comments as the Best-Student Fetish, a symptom of the increasingly obsessive competition among colleges for the cream of the high school senior crop. The more I thought about the Best-Student Fetish, the more perverse its logic seemed: it is as if the ultimate dream of college admissions is to recruit a student body that is already so well educated that it hardly needs any instruction! Sitting in admissions committee meetings, it was all I could do not to ask, “Hey, why don’t we recruit *bad* students and see if we can actually teach them something?”

The experience helped me realize that, despite our undoubtedly sincere efforts to make higher education democratic, the top colleges and universities and their wannabe imitators are still set up for the students who are *already* the best educated rather than for the struggling majority that needs us most. Perhaps we got so used to the split between intellectual haves and have-nots among undergraduates that we concluded that it’s inevitable and there’s nothing we can do about it. This would explain why, in the hundreds of faculty meetings I must have attended in my forty-plus years of teaching, I have never heard anyone ask how our department or college was doing at educating all its students.

That’s why I’ve become a believer in the potential of learning outcomes assessment, which challenges the elitism of the Best-Student Fetish by asking us to articulate what we expect our students to learn—all of them, not just the high-achieving few—and then holds us accountable for helping them learn it.¹ Whereas the Best-Student Fetish asks who the great students are before we see them, outcomes assessment changes the question to what students can do as a result of seeing us.²

Furthermore, once we start asking whether our students are learning what we want them to learn, we realize pretty quickly that making this happen is necessarily a team effort, requiring us to think about our teaching not in isolation but in relation to that of our colleagues. The problem is not that we don’t value good teaching, as our critics still often charge, but that we often share our culture’s romanticized picture of teaching as a virtuosic performance by soloists, as seen in films like *Dead Poets Society*, *Dangerous Minds*, and *Freedom Writers*. According to this individualist conception of teaching—call it the Great-Teacher Fetish, the counterpart of the Best-Student Fetish—good education simply equals good teaching. This equation is pervasive in current discussions of school reform, where it is taken as a given that the main factor in improving schooling is recruiting more good teachers.

In fact, this way of thinking is a recipe for bad education. According to Richard F. Elmore’s research on primary and secondary education, in failing schools the governing philosophy is often, Find the most talented teachers and liberate them “from the bonds of bureaucracy,” which are often seen as infringements on academic freedom (6). (In the movies, the great teacher always works her classroom magic against the background of an inept, venal, or corrupt school bureaucracy.)³ Elmore reports that the pattern of teachers “working in isolated classrooms” is common in unsuccessful schools, where everything depends on

the teachers’ individual talents “with little guidance or support from the organizations that surround them” (2).⁴ Conversely, as Elmore argues, successful schools tend to stress cooperation among teachers over individual teaching brilliance, though cooperation itself enhances individual teaching.

For all its obvious value, excellent teaching in itself doesn’t guarantee good education. The courses taken in a semester by a high school or college student may all be wonderfully well taught by whatever criterion we want to use, but if the content of the courses is unrelated or contradictory, the educational effect can be incoherence and confusion. As students in today’s intellectually diverse university go from course to course, they are inevitably exposed to starkly mixed messages (on the “mixed-message curriculum,” see Graff, *Clueless* 62–80). Though this exposure is often energizing for the high achievers who possess some already developed skill at synthesizing clashing ideas and turning them into coherent conversations, the struggling majority typically resort to giving successive instructors whatever they seem to want even if it is contradictory. Giving instructors what they want (assuming students can figure out what that is) replaces internalizing the norms of the intellectual community—that is, education.

The freedom that is granted us in higher education (at least at high-end and middle-rank institutions) to teach our courses as we please should have always carried an obligation to correlate and align our courses to prevent students from being bombarded with confusing disjunctions and mixed messages. Outcomes assessment holds us to that obligation by making us operate not as classroom divas and prima donnas but as team players who collaborate with our colleagues to produce a genuine program. We all use the P-word glibly, as in “our writing program” or “our literature program,” but we have not earned the right to the word if it denotes only a collection of isolated courses, however individually excellent each may be.

By bringing us out from behind the walls of our classrooms, outcomes assessment deprivatizes teaching, making it not only less of a solo performance but more of a public activity. To be sure, with such increased public visibility may come greater vulnerability: though it is students whose learning is evaluated in outcomes assessment, it is ultimately the faculty whose performance is put in the spotlight. If we have nothing to hide, however, then less secrecy and greater transparency in our classroom practices should work in our favor. At a time when attracting greater financial support for higher education increasingly depends on our ability to demonstrate the value of our work to wider publics, anything that makes teaching more visible and less of a black box figures to be in our interest. Giving teaching a more public face should help humanists doing cutting-edge work refute the widespread stereotype of them as tenured radicals who rule over their classes with iron fists. But it should also help humanists more generally to clarify to a wider public the critical reading and thinking competencies we stand for and to show that those competencies are indispensable enough to the workplace and democratic citizenship to merit greater investment.

But of course the critics of outcomes assessment are far less sanguine than I am in the face of the conservative politics they see driving it. In a talk delivered at our MLA “Outcomes

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Assessment" session, Michael Bennett, presenting what he called "the radical take on learning outcomes assessment," said this position "can be summarized in one word: resist!" Bennett argued that the push for outcomes assessment must be seen in the context of the increasing privatization of higher education, the co-optation of accreditation by the for-profit educational sector, and the attempt to force colleges to accept a version of the No Child Left Behind law in the schools. As Bennett put it:

I see the focus on outcomes assessment as a dodge from the real problems with the American educational system: that it is embedded in an inequitable and violent socioeconomic system. The kind of policies that would truly help the students with whom I work are not more hearings, campus visits, and testing but adequate funding for secondary education; child care; a living wage; debt relief or, better yet, free universal postsecondary education; an adequately compensated academic workforce exercising free inquiry and building an educational community; and universal health care.

Bennett is certainly right that many of the problems of American education—including the so-called achievement gap between students from rich and poor backgrounds—are rooted in economic inequality and that more adequate funding and social services would do much to alleviate these problems. But to see outcomes assessment as merely a conservative dodge designed to distract everyone from structural inequality ignores the ways our own pedagogical and curricular practices contribute to the achievement gap. Though it calls itself "radical," this view is remarkably complacent in its suggestion that nothing in our house needs to change.

Though Bennett and other critics believe that assessment is an invention of recent conservatives that is being imposed on education from the outside, the truth is that assessment originated from within the educational community itself in the early 1990s, well before conservative efforts to co-opt it. I recall attending my first assessment conference in 1991 and noting the considerable buzz about assessment at meetings of organizations like the American Association of Colleges and Universities. The original motivations of assessment lie in legitimate progressive efforts to reform higher education from within, by judging colleges according to what their students learn rather than by their elite pedigrees.

But outcomes assessment *can* be used in undemocratic ways, and educators do need to take Bennett's concerns seriously. We should scrutinize the standards used in assessment, how these standards are determined and applied (and with what degree of input from faculties), and how assessment results are used.⁵ Rather than reject assessment and circle the wagons, however, we should actively involve ourselves in the process, not only to shape and direct it as much as possible but to avoid ceding it by default to those who would misuse it. Had we been assessing outcomes all along in the normal course of our work, I doubt that the legislators and privatizers could have rushed in to fill the vacuum we created.

As David Bartholomae observes, "We make a huge mistake if we don't try to articulate more publicly what it is we value in intellectual work. We do this routinely for our students—so it should not be difficult to find the language we need to speak to parents and legislators." If we do not try to find that public language but argue instead that we are not accountable to those

parents and legislators, we will only confirm what our cynical detractors say about us, that our real aim is to keep the secrets of our intellectual club to ourselves.⁶ By asking us to spell out those secrets and measuring our success in opening them to all, outcomes assessment helps make democratic education a reality.

Gerald Graff

NOTES

The President's Column also appears on the MLA Web site, and members are invited to comment online. This essay is based on a talk presented at the 2007 MLA convention session "Outcomes Assessment: Problems and Perspectives."

1. In a comment similar to those I've heard from many faculty members and administrators, Laura Rosenthal, a fellow speaker at the MLA convention session in which I gave a version of these remarks, described an outcomes assessment meeting on her campus at the University of Maryland, College Park, in which her colleagues asked the very question I have yet to hear: "Much of the meeting," she writes, "was devoted to a discussion of whether or not our students were learning what we wanted them to learn. Imagine that! Truly a first in my experience." The fact that leadership in outcomes assessment comes from state universities and community colleges rather than from the high-prestige elites is another indication of the democratic character of the movement.

2. In the words of Gregory Clark, associate dean of humanities at Brigham Young University, "Learning outcomes assessment forces us out of ourselves, shifting our attention from what we as teachers do—to what our students actually learn." I want to thank Clark for suggesting many of the arguments in this essay.

3. This stereotypical contrast in films set in academia between heroic teachers and obstructionist bureaucrats is trenchantly analyzed by Steve Benton.

4. Arguing along lines similar to Elmore's, my colleague Steven E. Tozer, who directs a program for school principals in the College of Education at the University of Illinois, Chicago (and who brought my attention to Elmore's work), argues that training effective principals, who in turn create a collaborative culture in their schools, does more to transform schools than training any number of good teachers, though again good school leadership itself helps make teachers better.

5. For an argument on how assessment standards should be formulated and even standardized, see Birkenstein-Graff and Graff.

6. For an analysis of how colleges and universities hide their intellectual secrets from students and other citizens, see Graff, *Clueless in Academe* and "Our Undemocratic Curriculum."

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“Tan Cerca de Dios”: Survival Poqomchi

In “Survival Spanish” (Editor’s Column, Summer 2007 MLA Newsletter), I looked back on my experience, at age sixteen, of being completely immersed in a language and a culture so different from my own that I developed a completely changed version of myself in reaction to the shock of the new. “Time is passing: are you?” I remember that sign, affixed to the wall clock in my eighth-grade social studies classroom. I always interpreted “passing” in that context as some sort of existential phenomenon (time moves: are you changing along with time?) rather than grasping the more obvious meaning, which came to me only years later. Well, in October 1972, I was indeed passing, as a Guatemalan *patoja*, not too distinguishable from my classmates at the Instituto Belga Guatemalteco. My command of English had become fragmented (I couldn’t construct sentences without code switching—I still have trouble to this day), and I no longer looked like the person who had arrived in Central America in January: new makeup, clothing, size, even mannerisms. I possessed all the cultural referents of my peer group, and I had even taken second place for my writing (in Spanish) in my graduating class’s literary competition. So what was left to do, in the remaining two months I had in *chapinlandia*, Country of Eternal Spring?

Change again, of course. I signed up to be a volunteer on my school’s annual Operación Uspantán, a mission to the highland regions of El Quiché and Alta Verapaz, where the population is virtually all indigenous and where Spanish is a distant second tongue to the native languages that belong to the Quichean-Maman subfamily of Mayan. For a month I would be living in a tiny village on top of a mountain in a region so remote it took days of travel by bus, truck, and mule to get there. The nuns, a few priests, and scores of teenaged volunteers were about to ascend to several of these villages (my assignment was in Belejú) to bring medical supplies, to teach the children the Spanish language, to instruct the women in *corte y confección* (cutting fabric and sewing), to give the men lessons in literacy, and, of course, to do what Spanish-speaking Catholics had been doing for centuries: bring the One True Religion to the descendants of Xbalanque and Hunahpu. I can hardly write these words today without feeling some scorn—along with a good dose of compassion—toward the *gringa chapina* who signed up to teach her newly acquired Spanish to Poqomchi speakers, who learned how to make basic muslin clothing cut from paper patterns so that she could instruct women who had been weaving magnificent garments for centuries, who, a non-Catholic herself, helped with Sunday mass and recited the rosary as well as any Guatemalan girl.

In that mountain village I had the feeling of walking through clouds. Looking at Belejú on *Google Earth* confirms that impression. It is a place so high up that earth and sky seem to intermingle, *tan cerca de Dios. Y tan lejos de los Estados Unidos*.¹ When I would tell residents of Belejú where I was from, they were bewildered—they had never heard of the United States. Guatemala City was for many an imaginary place, so the giant country north of Mexico meant nothing to them. Before learning that my exchange student placement would take me to Guatemala, I had no idea where that country was, and I certainly did not distinguish the highlands from the capital. After a month in Belejú, I could distinguish the path through the cornfields that led to the water well from the path that led to the village leader’s house. Don’t presume, though, that globalization had somehow

skipped Belejú. The village men traveled to the coast during the coffee crop season to work on plantations owned by foreigners. The beautiful red oval beads that I brought back from Belejú, thinking them unique to Mayans, turned out to be common trade beads that circulate worldwide. Although Belejú appeared isolated, it was in fact part of a tissue of important social and political realities.

If the plunge into my new life in Guatemala City was a shock to my system, the immersion in Belejú was nothing short of astounding. The few words of survival Poqomchi I learned only got me as far as “good morning” and “thank you.” What was I to say to my students—the youngest village girls, whom no one else volunteered to teach—as they hid their faces in their *rebozos* when I met them on the first day? How was I to adapt to the sounds and smells in the crowded church as the campesinos came in from the field for their evening literacy classes? Would I get used to sleeping on the mud floor of the church annex, in a hay-filled cubicle, where the ice-cold dawn held the promise of a basin of frigid water to cleanse the nightly flea bites? And how were the residents of Belejú to adapt to us? They sacrificed, this I know. The local diet consisted of tortillas with *chiles*, fermented corn porridge, and little else, but our team was served chicken stew, eggs, and other rare foods on a regular basis. The villagers acquiesced to the missionary presence in Belejú, most likely because they saw the chance to learn Spanish and to receive Western health care as a way to manage the evolving national conditions that affected the highlands. Better that the assistance come from the nuns of the Belgian order than from the enforced government “model village” tactics that were soon to wreak total havoc on the Quiché region.

I say this with the hindsight of a scholar of Latin American literature and culture. What I said at age seventeen, when faced with a dozen timid Mayan girls, was “¡Vamos a cantar!” I am lucky to be a natural when it comes to teaching, and I devised ways to engage my class from day one. The songs I had just recently learned myself became teaching tools (“Dos elefantes se balanceaban sobre la tela de una araña” “Two elephants were balancing on a spider web”). I assembled a collection of ordinary objects and taught the girls the words in Spanish by inventing little games and offering candy as rewards. They in turn taught me the words in Poqomchi. One day, noticing that all the little girls had head lice, I decided to take them to the village well, wash their waist-length hair, and give them each a ribbon that I had purchased in the market. They indulged their strange teacher, but as I was finishing the ritual (which of course didn’t cure the problem) and the sun was beginning to set, a few of the girls began to run home. Some of them didn’t return to class the next day. I can just imagine what the mothers said when their children arrived at their *choza* with wet hair and orange ribbons. I had trespassed. I wasted village water. I took it on myself to “fix” the children.

One little girl took a shine to me, and I to her. Candelaria was her Spanish name, and her parents were important people in the village. Shortly before the month was over, Candelaria’s father, who spoke some Spanish, invited me to visit the *choza* where they lived. I met Candelaria’s family, sat on a *petate* with the fire pit in view, and sampled the fermented corn porridge I was offered (it was sour, and I had trouble mustering a “¡Qué rico!”

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as I swallowed a mouthful). As we were leaving the village on mule, Candelaria, along with others, accompanied us to the end of the road in Belejú. I took off the silver Guatemalan earrings I was wearing and gave them to her. A year later, Madre Lucía, the nun in charge of the mission, sent me a picture of Candelaria in Belejú. But this is not where the story should end.

Candelaria could have been Rigoberta Menchú, who was about the same age, growing up in a highland village not far away. I could have been María del Rosario Godoy, five years younger than I, who attended the Instituto Belga Guatemalteco and participated in the Operación Uspantán. A teacher at a Jesuit school and vice president of an organization of families of the disappeared (her husband was one), she was found in a body dump, along with her son and brother, in 1985 (<http://www.hrw.org/reports/pdfs/g/guatemala/guatemala1946.pdf>, p. 137). Rigoberta Menchú worked at the Instituto Belga Guatemalteco as a servant. María del Rosario Godoy may have seen her there, much as I saw the indigenous women lining the patio, ready to sweep and mop, when I arrived at the school in January. I had no clue that the steps I was taking could be, for other women at another quickly approaching time, a death march. It was only after I went back to the United States that I began processing my experience through the lens of history, anthropology, political science, and, above all, literature. I was horrified. I was enthralled.

Within a few months after my return from Guatemala, I was off to the remote province of Crawford County, Pennsylvania, to study at Allegheny College. As I read the works of Miguel Angel Asturias in my Spanish course, studied *latifundismo* in my Latin American history course, and learned about classical Mayan archaeology in a course taught by a professor of ancient languages and cultures, I began the intellectual journey that has helped me make some sense of my lived experiences. By the time I was entering graduate school, the military repression in Guatemala was at its peak. Operación Uspantán had to be suspended because of the mass murders going on in the highlands, with priests and nuns often targeted for conducting subversive activities (such as teaching campesinos how to read and write). The government razed entire villages and resettled the inhabitants in response to the perceived dangers of organized resistance on the part of

the campesinos. I put away the fantasies I had entertained of returning to Guatemala for another stay in Belejú. "Guatemala no existe," in the words of one of the characters in *The Long Night of White Chickens*, by the Guatemalan American Francisco Goldman.

You won't find any overt reference to my personal story if you read the article I published on Rigoberta Menchú's "ethnobiography," as I called it. I did not hide that history from my students, however, and when I taught Guatemalan literature and culture in my courses at the University of Rochester, they appreciated the intimate shading I was able to give to the intellectual picture we created together. Was I able to gain mastery over my experiences through research, teaching, and study of things Guatemalan (something I continue to do today)? Hardly. What I did accomplish, however, is that transcultural literacy that should be the goal of our language teaching at colleges and universities. Through my years of intense study of the historical, cultural, and literary production of a region, I learned about the experience of others (*one* Guatemala doesn't exist) and about my own experience, in my culture and in theirs. I also learned to be retrospectively afraid. From the vantage point of a professor of Latin American literature at midlife, I simply would not send my teenage daughter to 1972 Guatemala, city or highlands, for a year. But I was lucky: I got to go, I got to return. (The motto of the Instituto Belga Guatemalteco was *Non fallit te Deus*.) Near or far, in imagination and in memory, I was protected in Belejú. Thank God I am protected no longer.

Rosemary G. Feal

NOTE

1. "Pobre México, tan lejos de Dios y tan cerca de los Estados Unidos" ("Poor Mexico, so far from God and so close to the United States") is the famous pronouncement attributed to the Mexican dictator Porfirio Díaz in the early twentieth century.

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GOVERNANCE

Membership Ratification Vote

In December 2006 the Delegate Assembly approved two resolutions that were submitted to the membership for ratification this past fall. Also subject to ratification by the membership was the assembly's election of two honorary fellows. The results of these membership ratification votes are presented below.

Members ratified the election of Louise Erdrich and Jacques Roubaud to honorary fellowship in the association. They have been invited to accept the honor. The membership also ratified the two resolutions, the preamble and text of which are printed below.

Resolution 2006–1

Whereas undocumented workers, through their labor, contribute greatly to the economy of the United States; and

Whereas they are shamefully deprived of most legal rights other workers enjoy; and

Whereas they are superexploited as a result; and

Whereas the MLA is appropriately concerned about the use of language and about access to higher education;

Be it resolved that the MLA urge that the phrase "undocumented workers" be used in place of the abusive term "illegal aliens" and that every state guarantee undocumented workers who live there in-state tuition.

Resolution 2006–2

Whereas in the wake of Hurricane Katrina, city, state, and federal governments have taken apart the New Orleans public school system, reconstituted it as a melange of chiefly charter schools, greatly reduced democratic control of K–12 schooling, laid off all teachers and thus eliminated their union, and widened the gap of racial inequality in education; and

Whereas conservative groups and the Bush administration have in this context pressed for voucher schemes;

Be it resolved that the MLA condemn the dismantling of the New Orleans public school system after Katrina and the wider privatizing movement that has fed on this disaster. □

GOVERNANCE

Delegate Assembly Parliamentarian Sought

The term of the Delegate Assembly's current parliamentarian, Martha S. Grise, will expire at the end of 2008. The Executive Council has therefore authorized the staff to undertake a search for a new parliamentarian.

The position involves participation in the Delegate Assembly meeting, which is held each year on the third day of the annual convention (currently 29 December), and in other meetings preparatory to the assembly meeting. One of these is the meeting of the Delegate Assembly Organizing Committee, which is held at the MLA office in New York at the end of October; the others are held during the second day of the convention (currently 28 December). In addition to fulfilling these primary duties, the parliamentarian acts as a consultant to the executive director throughout the year on matters pertaining to the governance of the association. The association pays the expenses incurred in attending both the New York meeting and the convention.

The Executive Council is considering whether to employ a registered parliamentarian but will not make a final decision on this question until it has had the opportunity to review all options. The council is therefore inviting expressions of interest from MLA members and others who have experience with parliamentary procedure—specifically, the current edition of *Robert's Rules of Order Newly Revised*—and with the conduct of large meetings. The council will review all correspondence and consult with the Delegate Assembly Organizing Committee; the council expects to make the appointment no later than its October meeting so that the new parliamentarian may attend the 2008 Delegate Assembly meeting in San Francisco as an observer. The appointment will be for three years and is renewable.

Interested parties should send a cover letter, a curriculum vitae or résumé, and evidence of experience in this area to the coordinator of governance at the MLA office (26 Broadway, 3rd floor, New York, NY 10004-1789). Applications will be accepted until the position is filled; preference will be given to applications received by 1 May. □

GOVERNANCE

2007 Election Results

In the elections conducted last fall, Sidonie Smith (English, Univ. of Michigan, Ann Arbor) was elected second vice president of the association. Smith will serve in that office in 2008, will become first vice president in 2009, and will succeed to the office of president in 2010.

Sara Scott Armengot (Penn State Univ., University Park), George Levine (Rutgers Univ., New Brunswick), and Lynne Tatlock (Washington Univ.) were elected members of the Executive Council for the term 2008–11. Armengot represents a field defined as “other” by the MLA constitution (art. 8.A.5), Levine represents the field of English, and Tatlock represents the field of German. In terms of membership categories, Armengot is a student member of the association, Levine is a life member, and Tatlock is a regular member. (Note: The Delegate Assembly also elected a member to the Executive Council for the term 2008–11. See the article below.)

Fifty-seven new representatives were elected to the Delegate Assembly. Eighteen delegates were elected to represent special-interest categories in the assembly, and thirty-nine delegates were elected to represent seven geographical regions in the United States and Canada. The names of Delegate Assembly members will appear in the September 2008 *PMLA*.

In addition, eighty-eight members were elected to the division executive committees. Their names will also appear in the September 2008 *PMLA* and at the MLA Web site. □

GOVERNANCE

Summary of Delegate Assembly Actions in Chicago

At its meeting on 29 December 2007 in Chicago the Delegate Assembly took the following actions.

The assembly conducted five elections. In the balloting for the Delegate Assembly Organizing Committee, Gaurav Desai (English, Tulane Univ.) and Brian Kennelly (French, California Polytechnic State Univ., San Luis Obispo) were elected to three-year terms (2008–10). Alexandra K. Wettlaufer (French, Univ. of Texas, Austin) was elected to the Executive Council for the term 2008–11. Timothy Hampton (French, Univ. of California, Berkeley), Haun Saussy (comparative literature, Yale Univ.), and Frank Trommler (German, Univ. of Pennsylvania) won two-year terms (2008–09) on the Nominating Committee. Elected to the Elections Committee for two-year terms (2008–09) were Katherine Arens (Univ. of Texas, Austin), Margaret Ferguson (Univ. of California, Davis), Alan Nadel (Univ. of Kentucky), and Robyn R. Warhol (Univ. of Vermont). Finally, Albert Wendt was elected an honorary fellow of the association. The assembly's election of an honorary fellow is subject to ratification by the membership. This ratification vote will be conducted later this year.

In addition to annual reports from the association's standing committees, the assembly received three reports that did not require action: the report of the Delegate Assembly Organizing Committee (DAOC), the executive director's report, and the Finance Committee's report. Delegates had the opportunity to comment on or ask questions about the reports. In conjunction with the assembly's open discussion of academic freedom, the DAOC proposed a motion that calls on the Executive Council to pursue the revision of a statement on censorship and academic freedom that the Committee on Academic Freedom and Professional Rights and Responsibilities drafted for internal use in 1990. The assembly approved the DAOC's motion.

The assembly received a report from the Committee on Amendments to the Constitution that required action. The report contained the constitutional amendments published in the September 2007 issue of *PMLA* (949–51). These amendments have two purposes: to allow for conducting membership votes by electronic means and to allow for changing the dates of the MLA convention from late December to early January. The assembly approved the proposed amendments. Following the provisions of article 13.D of the MLA constitution, the Executive Council, in February, will conduct a review of the fiduciary issues posed by the amendments. The council will then forward to the membership for ratification the amendments that do not pose fiduciary problems. The membership ratification vote will be conducted later this year.

The assembly also received an interim report from the Ad Hoc Committee on the Structure of the Annual Convention in which the ad hoc committee asked the assembly

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to endorse two proposals. The first proposal puts forward two solutions to the problem of impending gridlock in the convention structure: allocating session hours equitably among the various entities that arrange guaranteed sessions (MLA divisions, discussion groups, and committees and allied and affiliate organizations) and reducing the number of guaranteed sessions for most of these entities but providing more opportunities for them to propose additional sessions. The second proposal is to introduce two new kinds of convention sessions—workshops and electronic roundtables—in 2010–11. The assembly endorsed both proposals.

In other business, the assembly approved one motion and three resolutions. The motion deals with the publication of

reports from MLA committees in general and with the publication of the report from the Ad Hoc Committee on Diversity and Tolerance in particular. The motion will be forwarded to the Executive Council in February, and the council will consider its implementation. The three resolutions will also be forwarded to the Executive Council in February. Following the provisions of article 7B.3 of the MLA constitution, the council will conduct a review of the constitutional, legal, and fiduciary issues posed by the language of the resolutions. If the resolutions do not pose any constitutional, legal, or fiduciary problems, the council will forward them to the membership for ratification. The membership ratification vote will be conducted later this year.

A complete report of the Delegate Assembly meeting will appear in the May 2008 issue of *PMLA*. □

CONVENTION

Department Chairs' Hotel Reservations

In August 2008 the MLA convention office will mail chairs of departments that are paid members of ADE or ADFL by 1 June 2008 early information about making hotel room reservations for the MLA convention. These chairs will also be able to make hotel reservations online through the ADE or ADFL Web site. ADE and ADFL chairs of departments that are participating in the e-mail discussion lists will be notified. This early notification

does not guarantee that department chairs will be able to reserve a suite for interviewing job candidates at the convention, but it does give them the best opportunity to do so. Please note that suites may not be reserved through the MLA Web site. Chairs who would like membership forms or information about their departments' 2007–08 membership status should contact Roy Chustek at the MLA office (646 576-5133; rchustek@mmla.org). □

CONVENTION

Calls for Papers for 2008 Convention in San Francisco

The 2008 convention will be held in San Francisco. Members should familiarize themselves with the guidelines for the MLA convention, which appear on the MLA Web site (www.mla.org) and in the September 2007 *PMLA* (pp. 930–35), before writing to the organizers listed below. If not provided, organizers' addresses are available on the MLA Web site to MLA members and listed in the September 2007 *PMLA*. All participants in convention sessions must be MLA members by 7 April 2008. Organizers are responsible for responding to all inquiries. A member may participate as speaker or respondent only twice (e.g., by organizing and chairing a meeting, reading a paper, or serving as a speaker, panelist, or respondent in one or two sessions) at a single convention.

Calls for papers are limited to thirty-five words, including the session title but not the name or address of the organizer.

Divisions

American Literature

AMERICAN LITERATURE TO 1800 Science, Technology, Literature in Early America and the Atlantic. Material and visual

culture, genres of scientific writing, technologies of the word, experimentalism, perception and detection, local and mobile knowledge, un-Reason, pedagogical issues. Abstracts by 15 Mar.; Scotti Parrish (sparrish@umich.edu).

Theorizing Early American Literature. Applications or adaptations of new critical inquiries, including new formalism, material and visual studies, transatlantic studies; cultural geographies; ecocriticism; performance; the body; natural sciences; pseudoscience; translation studies; etc. Abstracts by 15 Mar.; Martin Brueckner (mcb@udel.edu).

Town and Gown in Early American Studies. Scholarly collaborations with nonacademic communities: goals, outcomes, benefits, problems. How do nonacademic communities use literary scholarship, editions, pedagogies; how do they contribute to academic work? Abstracts by 15 Mar.; Kristina Bross (kbross@purdue.edu).

19TH-CENTURY AMERICAN LITERATURE

Ephemera and the Offline Archive. What disappears in the digital archive? Seeking work on marginalia and manuscript materials; scraps, fragments, fingerprints, and stains; lost texts, paratexts, noncataloged texts, attic texts. 1-page abstracts, vitae by 5 Mar.; Anna Brickhouse (acb2hf@virginia.edu).

19th-Century African American Poetry. Anglophone, Francophone, Hispanophone, Lusophone, and beyond. 1-page abstracts, vitae by 5 Mar.; Rafia Zafar (zafar@wustl.edu).

Provocations: New Paradigms for the Study of 19th-Century United States Literature. What new conceptual frameworks should

we consider? Where is our common ground? 1-page abstracts, vitae by 5 Mar.; Eliza Richards (ecr@email.unc.edu).

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

Genres and Genetics. Papers that address the making, remaking, and unmaking of racial identities across a range of discourses (scientific, religious, etc.) and a range of literary forms (lyric, utopia, etc.). 2-page abstracts by e-mail by 1 Mar.; Bill Brown (wlbrown@uchicago.edu).

Pacific Imaginations. Papers that rethink turn-of-the-century writing through attention to transpacific circulations. 2-page abstracts by e-mail by 1 Mar.; Jennifer Fleissner (jfleissn@indiana.edu).

20TH-CENTURY AMERICAN LITERATURE

The Aesthetics of Propaganda. Papers solicited on the often neglected artistry of ostensibly propagandistic writing. All literary genres welcome. Abstracts by 15 Mar.; John Lowe (jlowe@lsu.edu).

Indigeneity and 20th-Century American Literature. How does indigeneity figure in canonical texts? How do indigenous issues challenge the categories and methodologies of American literary study? Abstracts by 1 Mar.; Shari Huhndorf (sharih@uoregon.edu).

The Politics of Visuality. What are the political implications of our current interest in and research on visual culture? What can analyses of visuality teach us in an era of "colorblind" approaches to racial equity? Abstracts by 1 Mar.; Thadious Davis (davism@english.upenn.edu).

Deadline for Audiovisual Requests

All requests for audiovisual equipment must be made by the chair of the session by **1 April**. Requests must be received by mail or by fax by 5:00 p.m. on this date. Because the need for audiovisual equipment is a major factor in the scheduling of meetings (and because the movement of equipment is both costly and hazardous), the deadline is firm. Participants should indicate their audiovisual needs when they respond to a call for papers and should check with the chair of the session or with the MLA convention office to be sure that the necessary equipment has been ordered by 1 April.

AMERICAN INDIAN LITERATURES

The Bay Area as a Site of Resistance in Native American Literature. Papers should focus on the Bay Area's relations to Native American literatures and activism, textual or otherwise. 1-page abstracts by 1 Mar.; Kimberly Roppolo (kimberly.roppolo@uleth.ca).

Native American Languages and Translation. The translation of oral or written material in a Native American language. 1-paragraph abstracts by 1 Mar.; Margaret Noori (mnoori@umich.edu).

ASIAN AMERICAN LITERATURE

Asian American Performance Art. Focusing on Asian American performance art/artists and the varieties of such artistic production. Particular emphasis on nontraditional theatrical performance (improv, stage combat, spoken word, technology-based multimedia). Abstracts, vitae by 15 Mar.; Tina Chen (tina.chen@vanderbilt.edu).

Conceiving the Archive. How do Asian Americanists define their objects of study? Roundtable addressing literature and broader conceptions of the text in the context of contestations over genre, legitimacy, interdisciplinarity, national origin. Abstracts, vitae by 15 Mar.; Leslie Bow (lbow@wisc.edu).

Green Asian America. How and in what ways does Asian American literature participate in environmentalist debates? How do race and the environment intersect in Asian American cultural texts? 250-word abstracts, vitae by 15 Mar.; Kandice Chuh (kchuh@umd.edu).

BLACK AMERICAN LITERATURE AND CULTURE

Que(e)rying Sex: Intersectionalities and Pluralities. Theoretical, ideological, epistemological, cultural, and practical explorations of interlocking sexualities. Topics may vary, from theories of sexual deviance to effects of intraracial homophobia. 300-word proposals and brief vitae by 15 Mar.; Jocelyn Moody (joycelyn.moody@utsa.edu).

CHICANA AND CHICANO LITERATURE

Latinidades and Racial Identity. Papers should address how Chicana/os and other La-

tina/os deploy, perform, and are constrained by racial ideologies in cross-cultural contexts. 250-word abstracts and 1-page vitae by 1 Mar.; Maria Cotera (mcotera@umich.edu).

Roundtable/Plática: Chicano Studies in a Latina/o Age. Chicana/o and Latina/o scholars will discuss "Latinidad" and the future of Latina/o literary studies within the MLA. 250-word statements and 1-page vitae by 1 Mar.; Maria Cotera (mcotera@umich.edu).

Sexualidades and Sensualidades: Latina/o Cultural and Literary Imaginaries. Papers should address representations of sexuality and sensuality in Chicana/o-Latina/o art, criticism, literature, and popular culture. 250-word abstracts and 1-page vitae by 1 Mar.; Maria Cotera (mcotera@umich.edu).

*Comparative Studies***COMPARATIVE STUDIES IN MEDIEVAL LITERATURE**

Global Stories: The Many Lives of Comparative Medieval. Literary works in multiple versions and languages; classical and medieval writers who have "world status"; world literature theory and medieval studies. 1-page abstracts by 10 Mar.; Suzanne Conklin Akbari (s.akbari@utoronto.ca).

Semitic/Romance. Postphilological approaches to Arabic and Hebrew in Western vernaculars; historicizing literature of cross-cultural interaction and exclusion. 1-page abstracts by 10 Mar.; Suzanne Conklin Akbari (s.akbari@utoronto.ca).

Surveillance. Inquisitorial activity; confession as surveillance strategy; spying, eavesdropping, secrecy within texts; relevance of contemporary surveillance studies to medieval studies. 1-page abstracts by 10 Mar.; Sylvia Tomasch (stomasch@hunter.cuny.edu).

COMPARATIVE STUDIES IN RENAISSANCE AND BAROQUE LITERATURE

Allegories of Ovid in Early Modern Europe. Papers on the cultural uses and persistence of the allegorical and moralized Ovid from, e.g., Bersuire to Bayle. Abstracts and brief vitae by 10 Mar.; Heather James (h james@usc.edu).

Early Modern Mediterranean Worlds. Sixty years ago, Braudel introduced the concept of a "Mediterranean world." Papers on Braudel's paradigm and/or the Mediterranean's significance as symbol and reality for early modern literatures. Abstracts by 10 Mar.; Jane Tylus (jane.tylus@nyu.edu).

New Approaches to Festivals in Europe and the Americas. Papers considering any aspect of early modern courtly, civic, and religious festivals and their accounts. Abstracts by 10 Mar.; Lisa Voigt (lvoigt@uchicago.edu).

COMPARATIVE STUDIES IN 18TH-CENTURY LITERATURE

Comparative Diasporas. Considerations of the geographically "broad" 18th century; transmission of texts and cultural objects via routes of trade and imperialism; impact of local knowledges on Enlightenment universalisms; displacement, migration, communities/cultures of exile. Abstracts by 1 Mar.; Lisa L. Moore (lmoore@mail.utexas.edu).

Comparative Histories and Theories of Race. Comparative considerations of 18th-century theories of human difference; genealogies of the concept of "race" and alternate categories of classification; Enlightenment paradigms and critiques, theories, and practices. Abstracts by 1 Mar.; Ruth Mack (ruthmack@buffalo.edu).

Comparative Histories of the Senses. Connections or distinctions among the senses, skin and touch, modes of embodiment, relations between inner and outer feeling, sensation in different genres of literary and cultural representation. Abstracts by 1 Mar.; Lynn M. Festa (festa@wisc.edu).

COMPARATIVE STUDIES IN ROMANTICISM AND THE 19TH CENTURY

The Historical Animal. The century accords humanity history and animals evolution. Is the history of self-consciousness certainly opposed to evolution? Appraisals of Romantic determinations of the animal in terms of history. 1-page abstracts by 10 Mar.; Ellen S. Burt (esburt@uci.edu).

Intermediality or Literature and the Arts. Comparative approaches to literature and visual art, music, theater. Abstracts of papers by 20 Mar.; Kevin Michael McLaughlin (kevin_mclaughlin@brown.edu).

New Comparative Romanticisms. What are the new critical paradigms and topics in comparative Romanticisms? Possible topics include political theology, emancipatory pedagogies, conservative theories of the nation read against the grain. Abstracts of papers by 20 Mar.; Emily Apter (emily.apter@gmail.com).

COMPARATIVE STUDIES IN 20TH-CENTURY LITERATURE

Middlesex in World Literatures. Since the 1970s, when sex reassignment has become surgically possible, occasioning further theoretical amplifications, how have Western and non-Western literary texts represented transgenderism and transsexualism? 500-word abstracts by 10 Mar.; Chantal Zabus (czabus@hotmail.com).

Post-Cold War Literary Encounters in the Mediterranean Basin. After 1989, the Mediterranean has become a fertile crossroads for the interplay of Eastern and Western, Northern and Southern (including African) traditions. 500-word abstracts by 10 Mar.; Marcel Cornis-Pope (mcornis@vcu.edu).

Translating for a New Century. Can globalized translation change the literary canon? Does it generate new strategies (e.g., canonization), audiences (e.g., children, academic courses), or thematic orientations (e.g., migration, ecology)? 500-word abstracts by 10 Mar.; Margaret R. Higonnet (margaret.higonnet@uconn.edu).

EUROPEAN LITERARY RELATIONS

European Cinema and Literary Adaptation. Screen adaptations from fiction and theater, early cinema through post-1989 transnational practices in the New Europe. Issues in European filmmaking since 1945 through specific case studies. 300-word abstracts by 15 Mar.; Nicoletta Pireddu (pireddu@georgetown.edu).

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Europe and Globalization: Challenges and Opportunities. Literary and theoretical texts addressing the transformations of Europe's identity and mission in a global world. Emphasis on the contribution of literature to this debate. 300-word abstracts by 15 Mar.; Nicoletta Pireddu (pireddun@georgetown.edu).

Renaissance Humanism and Secular Culture. What role does theology play in the construction of early modern European humanism, and how does humanism distinguish itself from Christian orthodoxy and lay ethics? 300-word abstracts by 15 Mar.; Nicoletta Pireddu (pireddun@georgetown.edu).

English Literature

OLD ENGLISH LANGUAGE AND LITERATURE
Beowulf in the Dark. Roundtable: 10-min. presentations on the particular appeal of *Beowulf* as a subject in the movies today. Proposals should address the new medium and new audience. 250-word abstracts by 15 Mar.; Carol Braun Pasternack (cpaster@english.ucsb.edu).

Extrainsular Old English. Papers should relate Old English texts to productions by others within the island or beyond the island's shores, across the Irish Sea or the Channel. 250–500-word abstracts by 15 Mar.; Carol Braun Pasternack (cpaster@english.ucsb.edu).

Text in Codex. Papers should consider a text in the context of its codex. Proposals indicating how this context alters our understanding of the text, culture, and society. 250–500-word abstracts by 15 Mar.; Carol Braun Pasternack (cpaster@english.ucsb.edu).

MIDDLE ENGLISH LANGUAGE AND LITERATURE, EXCLUDING CHAUCER

After Chaucer: A Roundtable. Chaucer no longer defines Middle English literature. What are the scholarly, curricular, and institutional implications of this shift? How do we define the field now? 300-word abstracts by 1 Mar.; Robert Sturges (Robert.Sturges@asu.edu).

Allegory and Gender. From Lady Philosophy to the Statue of Liberty, personification often figures abstractions as powerful women. How might gendered bodies—male, female, or both—matter? 300-word abstracts by 1 Mar.; Masha Raskolnikov (mr283@cornell.edu).

The Medieval Neighbor. The neighbor in contemporary theory and medieval discourses of ethics, politics, and gender; possible focus on charity/envy in poetry, penitential literature, chronicles, or exegesis. 300-word abstracts by 1 Mar.; Jessica Rosenfeld (jrosenfe@artsci.wustl.edu).

CHAUCER

Chaucer and the Consolations of Philology: Textual Criticism and Material Texts. Papers on the material reception of Chaucer's work: script to print, the textual crux and medieval readers, envisioning the word, etc. Abstracts by 1 Mar.; Jessica Brantley (jessica.brantley@yale.edu).

Chaucer's Beasts. Papers on any aspect of Chaucer's beasts: the animals we find in various texts, Chaucer's notions of "beastliness" and "humanness," the genres of beast

epic and beast fable, etc. Abstracts by 1 Mar.; Maura Nolan (mnolan@berkeley.edu).

Chaucer's Dead Women. Papers on Chaucer's poetry's relation to women no longer living, including the work of female scholars, poets, or critics, or females as subjects of poetic, historic, or aesthetic matters. Abstracts by 1 Mar.; Karma Lochrie (klochrie@indiana.edu).

LITERATURE OF THE ENGLISH RENAISSANCE, EXCLUDING SHAKESPEARE
Martyrdom in the English Renaissance. Any aspect of the presentation of martyrdom in the literature of the English Renaissance. Abstracts by 1 Mar.; Margaret P. Hannay (hannay@siena.edu).

Theodor de Bry's America and the Black Legend. Any facet of de Bry's important multivolume publication, either contesting or supporting its relation to anti-Spanish propaganda about the New World. Abstracts by 1 Mar.; Maureen Quilligan (mquillig@duke.edu).

SHAKESPEARE

Ecosystemic Shakespeare. Constituent parts of the universe (atoms, elements, organisms, lands, seas, atmospheres, etc.) and larger questions of their circulation or connection; new synergies between Shakespeare's work and "green" critical vocabularies. 500-word abstracts by 1 Mar.; Laurie Shannon (lshannon@duke.edu).

17TH-CENTURY ENGLISH LITERATURE

Literature and Internationalism. Topics might include Law of Nations, diplomacy, trade, espionage, exile, ethnicities, late humanism, and the Republic of Letters. 2-page abstracts by 7 Mar.; Rachel Trubowitz (Rachel.Trubowitz@unh.edu).

Sir Thomas Browne (1605–82) and His Contemporaries: Science, Religion, Style. Papers on the making of knowledge and the language of its expression by Browne and other 17th-century writers. 2-page abstracts by 7 Mar.; Nigel S. Smith (nsmith@princeton.edu).

Universities and Literary Production. Topics might include universities in the British Isles, Inns of Court, educational reform plans, continental universities and seminaries, study abroad. 2-page abstracts by 7 Mar.; Ann Baynes Coiro (annbaynes.coiro@gmail.com).

RESTORATION AND EARLY-18TH-CENTURY ENGLISH LITERATURE

"Bring Out Your Dead!": Reviving Old Critics. Hazlitt, Macaulay, Stephen, Saintsbury, Woolf, Van Ghent: how do critics of the past still speak or reveal the spirit of their age? Abstracts by 12 Mar.; Cynthia Wall (wall@virginia.edu).

Cosmopolitanism. Defining, challenging, using, or refining the topic. What or how does "cosmopolitanism" illuminate, and what might it obscure, in contemporary criticism? How might it have been imagined in Restoration and early-18th-century writing? Abstracts by 12 Mar.; Toni Bowers (tbowers@english.upenn.edu).

The Enlightenment Invention of Modern Emotion. The cultural history of emotion, not limited to reason and emotion, sense

and sensibility, the body and the emotions or to specific emotions from anger to joy. Abstracts by 12 Mar.; Kathryn Temple (templek@georgetown.edu).

LATE-18TH-CENTURY ENGLISH LITERATURE

Global Cities. Global exchanges of cosmopolitan identity—e.g., political, architectural, social, economic, environmental—in the 18th century. Abstracts for 10-min. presentations by 1 Mar.; Rajani Sudan (rsudan@smu.edu).

Reassembling the Cultural: A Roundtable on What We Should Stop Doing in 18th-Century Studies. Prescriptions for change through stopping rather than trying something new. Abstracts for 5–10-min. statements by 1 Mar.; Clifford Haynes Siskin (clifford.siskin@nyu.edu) and Janet Sorensen (jsorensen@berkeley.edu).

THE ENGLISH ROMANTIC PERIOD

Joseph Johnson. Papers on any aspect of the radical publisher and bookseller, including writers and other figures belonging to the Johnson circle. Abstracts by 15 Mar.; Jeffrey Cox (jeffrey.cox@colorado.edu).

The Romantic Event. The concept of the event in Romantic-period discourse. Also, the changing and contested status of the event—linguistic, material, political, psychological, phenomenological—in Romantic studies. Abstracts by 15 Mar.; William H. Galperin (william.galperin@rutgers.edu).

THE VICTORIAN PERIOD

"Rule Britannia." In fiction and nonfiction the sea is a source of power and of the nation's vulnerability and isolation; it is also a gateway to adventure and discovery. 1–2-page abstracts by 15 Mar.; Ann C. Colley (colleyac@buffalostate.edu).

Sea Crossings. Cross-cultural currents and voyages of thought: national identity, passage of humanistic and scientific ideas, shipping of goods, scientific collections, people, and journeys of tourists or settlers. 1–2-page abstracts by 15 Mar.; Ann C. Colley (colleyac@buffalostate.edu).

Seasides. The British who didn't travel across the sea went to the seashore: a gateway/boundary between land and sea, a site of escape, disaster, aesthetic and sensual pleasure, humor, and knowledge. 1–2-page abstracts by 15 Mar.; Ann C. Colley (colleyac@buffalostate.edu).

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

Aesthetic Mobility. How did urban mobility, media circulation, and travel shape late-Victorian aestheticism? How might we trace aestheticism's fluid constructions of gender, sexuality, class, nationhood, consumerism, cosmopolitanism? Abstracts by 15 Mar.; Talia C. Schaffer (talia.schaffer@qc.cuny.edu).

Dance Revolution. What role did the kinetic body play in modernist expressive culture? How did an experimental aesthetic of embodied movement revise modern constructions of experience, affect, otherness? 250-word abstracts by 10 Mar.; Janet W. Lyon (jwl12@psu.edu).

Modernity: Why? Given what we now know about multiple modernities in the global context,

should modernity and modernism still be key critical concepts? 250-word abstracts by 10 Mar.; Regenia Gagnier (R.Gagnier@exeter.ac.uk).

20TH-CENTURY ENGLISH LITERATURE

Is Biography Modernist? Papers welcome that explore an evolving genre. New subjects, narrators, forms, narrative choices, modern archives, notions of identity, views of historical truth and fiction, ethics. 250-word abstracts and vitae by 18 Mar.; Patricia Laurence (plaurance@rcn.com).

ENGLISH LITERATURE OTHER THAN BRITISH AND AMERICAN

African American and Caribbean Women's Border Crossings. Papers and creative writing on journeys (whether physical, artistic, ideological, or otherwise) from and among the United States, Canada, Latin America, and the Caribbean. 250-word abstracts by 1 Mar.; Ifeoma C. K. Nwankwo (i.nwankwo@vanderbilt.edu).

Australian Literature and Asia. Portrayal of "Asia" as a concept in Australian fiction and of Australia's conflicted relations with its peoples and literatures; Asian migration to Australia; diasporic Australians in Asia. 250-word abstracts by 1 Mar.; John Hawley (jhawley@scu.edu).

Diasporic Voices in English Literature. The writers living at a distance from their native tongues inscribe alternative worlds. Papers analyzing this writing's features and their relation to the sociopolitical environment especially welcome. Abstracts by 1 Mar.; Pradyumna S. Chauhan (chauhanp@comcast.net).

French Literature

FRENCH MEDIEVAL LANGUAGE AND LITERATURE

Curiosity. How does medieval French literature treat curiosity, defined as the desire to know the physical world through the senses? Papers might address exploration, pilgrimage, gossip, sensual or sensory experience, forbidden knowledge. Abstracts by e-mail by 10 Mar.; Markus Cruse (mcruse@asu.edu).

Hundred Years War Literature: Making and Breaking Boundaries. Possible topics include cross-cultural negotiations, manuscript circulation, traveling poets, the French diaspora, literary (dis)engagement, and the expression of national identities. Abstracts by e-mail by 10 Mar.; Deborah McGrady (dlm4z@cms.mail.virginia.edu).

Postcolonial Studies / Medieval France: Problems and Prospects. Roundtable on the theory and practice of postcolonial medieval studies and of medievalism in Francophone studies. Abstracts for 5–10-min. position papers (by e-mail) by 10 Mar.; Michelle R. Warren (michelle.r.warren@dartmouth.edu).

16TH-CENTURY FRENCH LITERATURE

Celebrating DuBellay's Rome (1558–2008). Any aspect of DuBellay's *Regrets* or *Antiquitez de Rome* on the 450th anniversary of their publication. 8–10-page papers or 500-word abstracts by 15 Mar.; Deborah Lesko Baker (leskobad@georgetown.edu).

Current Research in 16th-Century French Literature (Open Session). The committee will



Michael Holquist, *presider at the Presidential Forum "The Humanities at Work in the World."*

consider submissions on any topic related to 16th-century French literary studies. 8–10-page papers or 500-word abstracts by 15 Mar.; Deborah Lesko Baker (leskobad@georgetown.edu).

17TH-CENTURY FRENCH LITERATURE

Current Research in 17th-Century French Literature. Papers on any aspect of 17th-century French literature and culture. 400-word proposals by 15 Mar.; Lewis Seifert (Lewis_Seifert@brown.edu).

18TH-CENTURY FRENCH LITERATURE

Censorship. Papers on censorship in its diverse forms and manifestations in the 18th century: its exercise (material or symbolic, overt or concealed) and its representation. 1-page abstracts by 15 Mar.; Geoffrey Turnovsky (gt2@u.washington.edu).

Enlightenment Myths. Papers on myths (Greco-Roman, Oriental, Celtic, Christian, etc.) that persisted during (despite) the Enlightenment and on myths about the Enlightenment. 1-page abstracts by 1 Mar.; Tili Boon Cuillé (tbcuille@wustl.edu).

Literary Economies. Papers on literary representation of economics, textual economies, the relation between economic discourse and literary discourse, literary value and economic value, literary considerations of production. 1-page abstracts by 15 Mar.; Susan Maslan (samaslan@berkeley.edu).

19TH-CENTURY FRENCH LITERATURE

Money. Literature in the age of capitalism: representations of money, narrative economies, economic literature, the book trade. 1-page abstracts by 1 Mar.; Maurice A. Samuels (maurice.samuels@yale.edu).

Theorizing the Haitian Revolution. What is the theoretical significance of the Haitian revolution throughout the 19th century? Explore the importance of this particular event to literary, social, and political thought. 1-page abstracts by 1 Mar.; Daniel Desormeaux (ddd@uky.edu).

The Underground. Theories and practices of the underworld city and subterranean spaces in literature, including explorations of new ways of seeing and organizing the urban underground. 1-page abstracts by 1 Mar.; Catherine Nesci (cnesci@french-ital.ucsb.edu).

20TH-CENTURY FRENCH LITERATURE

Définitions du français à l'ère de Sarkozy et son rapport à la francophonie. Papers or abstracts by 15 Mar.; Adelaide Russo (frruss@lsu.edu).

French Visions of the Pacific Rim. Papers or abstracts by 15 Mar.; Peter Schulman (pschulma@odu.edu).

La ruée vers la Californie. Papers or abstracts by 15 Mar.; Bella Brodzki (bbrodzki@slc.edu).

FRANCOPHONE LITERATURES AND CULTURES

Et la poésie, alors?!? Comparative approaches, pertinence, reception, poetics of migrancy and exile, etc. 250-word proposals in English or French by 15 Mar.; Catherine Perry (cperry@nd.edu).

Nouvelles Francophonies? Literature in French by writers from countries such as Romania, Poland, China, Greece, etc., located outside France's former colonial empire. 250-word proposals in English or French by 15 Mar.; Odile Marie Cazenave (cazenave@bu.edu).

Qu'est-ce que la littérature-monde? Contributions and reactions to the current debate sparked by the manifesto of the 44. 250-word proposals in English or French by 15 Mar.; Jolène Vitiello (vitiello@macalester.edu).

Genre Studies

AUTOBIOGRAPHY, BIOGRAPHY, AND LIFE WRITING

Borders of Genre: Travel Writing and Autobiography. When and why does travel writing become autobiographical, if ever? Papers investigating these questions, with attention to theoretical issues and specific texts. Inquiries welcome. 250–300-word abstracts by 10 Mar.; Tom Smith (trs8@psu.edu).

First-Person Graphic. Techniques and effects of first-person narration in graphic narrative. 1–2-page abstracts and short vitae by 10 Mar.; Carolyn Williams (carolyn.williams@rutgers.edu).

Self-Experimentation and Autobiography. The phenomenon of representing experience undertaken with the intention of writing it up afterward, e.g., *Supersize Me*. Analysis of individual texts and overviews of the phenomenon's significance. 300-word abstracts by 15 Mar.; Tom Couser (enggtc@hofstra.edu).

DRAMA

Drama/Performance and the Scene of Translation. Papers on translation of drama across time, cultures, and media, especially in the light of the intersections of poststructuralist, postcolonial, and translation theories; translation in/as performance. 1-page abstracts by 10 Mar.; Angela C. Pao (acpao@indiana.edu).

FILM

Cinema Politica. Explores possibilities for and limitations of political cinema in a global
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age, possibly including the resurgence in documentary filmmaking; new technologies and activism; changing national industries. 1-page abstracts by 10 Mar.; Kara Keeling (kkeeling@cinema.usc.edu) and Homy King (hking@brynmawr.edu).

Expanded Cinema Today. Considers the expansion of film beyond theatrical exhibition and distribution. Includes DVDs, YouTube, new exhibition sites: museums, home theaters. 1-page abstracts by 10 Mar.; Alice Kuzniar (akuzniar@email.unc.edu) and Anna Everett (everett@filmmedia.ucsb.edu).

LITERARY CRITICISM

Theory, Religion, Literature. Various aspects of theory, religion, and literature, either concerning their intersection or having to do with any one of the individual components of the topic. 1-page abstracts by 7 Mar.; Hortense Jeanette Spillers (hortense.j.spillers@vanderbilt.edu).

METHODS OF LITERARY RESEARCH

Editorial Futures. Considerations of the future of editorial theory and practice—possibilities, practicalities, and problems. 250-word abstracts by 1 Mar.; Robin G. Schulze (rgs3@psu.edu).

Textual Scholarship and Popular Culture. Methodologies for theorizing the textual and bibliographical aspects of works of popular culture, including film, television, and music. 250-word abstracts by 1 Mar.; Ken Womack (kaw16@psu.edu).

NONFICTION PROSE STUDIES, EXCLUDING BIOGRAPHY AND AUTOBIOGRAPHY

Options for Teaching Nonfiction: Creative Nonfiction. Effective strategies and models for creative nonfiction courses or assignments; analyses of nonfiction's popularity versus fiction or other creative writing assignments and courses, etc. 1-page abstracts by 15 Mar.; M. Claire Pamplin (claire.pamplin@gmail.com).

Options for Teaching Nonfiction: Literary Journalism. Effective strategies and models for literary journalism courses or assignments, analyses of the context and significance in a rapidly changing field, etc. 1-page abstracts by 15 Mar.; Siobhan Senier (ssenier@unh.edu).

Options for Teaching Nonfiction: Literature. Innovative, effective strategies for teaching students to value, read, interpret, and write about nonfiction texts. Papers with theoretical underpinning and strong practical value especially welcome. 1-page abstracts by 15 Mar.; Daniel Joseph Martin (dan.martin@rockhurst.edu).

POETRY

Poetry as Pedagogy, Pedagogy as Poetry. What about poetry and pedagogy? Can poetry embody, enact, imply, or become a form of teaching? Or vice-versa? Papers, historical, theoretical, practical. Papers under 1,500 words by 1 Mar.; Alan Golding (acgold01@louisville.edu) and Susan Wolfson (wolfson@princeton.edu).

PROSE FICTION

Global Histories of Prose Fiction? Can they be written? Papers might address genre, technology, globalization, politics, culture, or historical forms, metropolitan/provincial, margin/center, norm/exception. 250-word abstracts, 1-page vitae by 15 Mar.; Michelle A. Massé (mmasse@lsu.edu).

German Literature

GERMAN LITERATURE TO 1700

The Constructed Self: Revisiting the "I" with New Eyes. Papers examining any aspect of the poetic subject in medieval or early modern lyric, epic, romance, drama, chronicle, mystical, or devotional literature. 1-page abstracts. by 1 Mar.; Sara Suzanne Poor (spoor@princeton.edu).

The Form of the World: Site, Sound, and Symbol in Premodern German Literature. Papers examining symbolic or actual relations

between literature and materiality: sacred or profane objects, landscape, architecture, music, sound. 1-page abstracts by 1 Mar.; Sara Suzanne Poor (spoor@princeton.edu).

Open Session. Papers on any topic related to literature before 1700. 1-page abstracts by 1 Mar.; Sara Suzanne Poor (spoor@princeton.edu).

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

Interiors and Exteriors. Theoretical, practical, or pedagogical approaches welcome on any aspect of interiors (salon spaces, decorative arts, etc.) or exteriors (landscape paintings, gardens, architecture, etc.). 1-page abstracts by 14 Mar.; Astrida Orle Tantillo (tantillo@uic.edu).

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

New Listeners and Forms of Listening. New locations and audiences for consumption of literature and the written word, such as daily newspapers, salons, reading clubs, cabarets. 350–500-word abstracts and short prose vitae by 8 Mar.; Irene Kacandes (irene.kacandes@dartmouth.edu).

New Sounds of/in Literature. Sound qualities of new genres or new depictions of sound, e.g., musical notes in prose text. 350–500-word abstracts and short prose vitae by 8 Mar.; Irene Kacandes (irene.kacandes@dartmouth.edu).

Sounds of New and Evolving Technologies. Representations in literature of sound of anything from new weapons or keyboard instruments to new forms of production or travel. 350–500-word abstracts and short prose vitae by 8 Mar.; Irene Kacandes (irene.kacandes@dartmouth.edu).

20TH-CENTURY GERMAN LITERATURE

Screening the Nation. Is there a German identity, and if so, how has it been performed, challenged, or parodied in cinema, including foreign films and documentaries? 300-word abstracts by 1 Mar.; Anton Kaes (tkaes@berkeley.edu).

Hispanic Literatures

COLONIAL LATIN AMERICAN LITERATURES

Colonial Genealogies and Intertextual Resonances. Colonial texts have served as genealogical keystones, objects of appropriation, and spaces of intertextual resonances. This session proposes to study them from an intertextual and genealogical perspective. Abstracts by 10 Mar.; Eyda M. Merediz (emerediz@umd.edu).

Early Modern Hemispheric Studies. The progress (or lack thereof) of a rapidly growing field, comparative studies of North and Latin American texts, with special emphasis on its theoretical and epistemological foundations. Abstracts by 10 Mar.; Gustavo Verdesio (verdesio@umich.edu).

Engaging the Senses in Colonial Latin American Literature. Ways of conveying the corporeality of colonial-era manuscripts and early printed works through audiovisual and digital media. 1-page abstracts by 10 Mar.; Cynthia L. Stone (cstone@holycross.edu).



OSCAR EINZIG PHOTOGRAPHY

Fiona J. Wilson, presider at the session "Louise Welsh and Iain Finlay MacLeod: A Reading by Two Scottish Novelists."

LATIN AMERICAN LITERATURE FROM INDEPENDENCE TO 1900

Exhibition, Spectacle, and Visual Culture.

Art academies, news photography, museum collections, parades to mass demonstrations; all approaches welcome. 1-page abstracts by 15 Mar.; NA (mgk7@georgetown.edu).

Flows of Desire. Symbolic and material traffic in 19th-century Latin America. Postcolonial, psychoanalytic, feminist, queer, transatlantic, and cultural studies approaches welcome. 1-page abstracts by 15 Mar.; Benigno Trigo (Benigno.Trigo@vanderbilt.edu).

Las guerras del XIX. Memoria y olvido de las guerras decimonónicas en Hispanoamérica (guerras de independencia, civiles, internacionales, levantamientos, etc.). Enviar resumen de una página antes del 15 Mar.; Alberto Julián Pérez (Julian.perez@ttu.edu).

20TH-CENTURY LATIN AMERICAN LITERATURE

Latin American Cosmopolitanisms. Expressions and theories of cosmopolitanism in Latin America, especially regarding indigenous cultures, transatlantic and transpacific contacts, travel writing, literary journals, and film and opera as literary forms. 250-word abstracts by 7 Mar.; Roberto Diaz (rdiaz@usc.edu).

Literature and Populism in Latin America. New and old phenomena of contact or resistance between populist politics, theories of populism, and forms of the literary in Latin America. 250-word abstracts by 7 Mar.; Bruno Bosteels (bb228@cornell.edu).

Poemas/Performance. Critical approaches to Latin American poems related to performativity and correlated concepts such as speech acts, "ordinary language," orality, iterability, with emphasis on aesthetic, political, religious, and ethical implications. 250-word abstracts by 7 Mar.; Ester Gimbernat Gonzalez (ester.gonzalez@unco.edu).

SPANISH MEDIEVAL LANGUAGE AND LITERATURE

Current Research in Spanish Medieval Language and Literature. 250-word abstracts by 15 Mar.; Anthony Cárdenas (ajcard@unm.edu).

Places, Texts, and Communities in Medieval Spain. 250-word abstracts by 15 Mar.; Oscar Martin (oscar.martin@yale.edu).

Teaching the Spanish Middle Ages: New Canons, New Audiences, New Approaches. 250-word abstracts by 15 Mar.; Gregory S. Hutcheson (gshutch@louisville.edu).

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

Empire under Scrutiny. Debating approaches to the study of empire and imperialism in the early modern Hispanic world. 1-page abstracts by 7 Mar.; Ricardo Padrón (padron@virginia.edu).

Spain and the Mediterranean: Peoples and Places. Papers on any aspect of Spain and its relations to the Mediterranean world. 1-page abstracts by 7 Mar.; Ricardo Padrón (padron@virginia.edu).

Writing to Reform. Textual practices that strive to effect cultural, political, aesthetic, religious, social change. 1-page abstracts by 7 Mar.; Ricardo Padrón (padron@virginia.edu).

16TH- AND 17TH-CENTURY SPANISH DRAMA

Breaking New Ground in Comedia Studies. Innovative theories, original approaches, inventive applications, imaginative inquiries into any aspect of the comedia. 1-page abstracts by 14 Mar.; Susan Paun de Garcia (garcia@denison.edu).

Manuscripts, Editions, Translations. Roundtable discussion of textual issues and early modern Spanish theater—comedia, entremés, auto, loa, etc. 1-page abstracts by 14 Mar.; Susan Paun de Garcia (garcia@denison.edu).

Staging and Performance of Early Modern Spanish Theater. History, theory, interpretation, adaptation, acting, scenery, costumes, etc. 1-page abstracts by 14 Mar.; Susan Paun de Garcia (garcia@denison.edu).

18TH- AND 19TH-CENTURY SPANISH LITERATURE

The Economies of Literature and the Literature of the Hispanic World. 1-page abstracts by 15 Mar.; Wadda C. Rios Front (wriosfont@barnard.edu).

1808, 200 Years On. Ten-min. position papers for a roundtable session. 1-page abstracts by 15 Mar.; Inigo Sanchez-Llama (sanchez@purdue.edu).

Science and Literature in the Hispanic World: 18th and 19th Centuries. 1-page abstracts by 15 Mar.; Dale J. Pratt (dale_pratt@byu.edu).

20TH-CENTURY SPANISH LITERATURE

Poetry and the Visual Arts. Intersections of word and image. Papers might address visual poetry: individual poets, historical developments, recent internet trends; ekphrasis: painting, photography, sculpture, icons; or cinematographic imagery. 400-word abstracts by 15 Mar.; Sharon Elizabeth Ugalde (su01@txstate.edu).

LUSO-BRAZILIAN LANGUAGE AND LITERATURE

New Voices in Poetry. Papers on poets and poetic movements emerging in the last 30 years in the Portuguese-speaking world. Abstracts by 15 Mar.; Cristina Ferreira-Pinto Bailey (acpinto60@yahoo.com).

Perversions and Cruelties. Proposals that interrogate cultural manifestations of, and reflections on, cruelty and perversion in the Portuguese-speaking world. Abstracts by 15 Mar.; Phillip Rothwell (philroth@rci.rutgers.edu).

Roundtable Discussion: Teaching Cultural Diversity. Speakers addressing integration of culture in the classroom, focusing on how to cope with and incorporate regional and transnational cultural diversity of the Portuguese-speaking world. Abstracts by 15 Mar.; Steven F. Butterman (butterman@miami.edu).

Interdisciplinary Approaches

ANTHROPOLOGICAL APPROACHES TO LITERATURE

After Culture. Papers on problems with "culture" as a critical concept and possible responses to the collapse of faith in culture as

such. 1-page abstracts by 10 Mar.; Peter Logan (peter.logan@temple.edu).

Kinship and After. Kinship as a concept within literature. How are kinship theory, genetics, "new kinship studies," the status of "the neighbor," or rival paradigms of relatedness relevant to literary production? 1-page abstracts by 10 Mar.; Nancy Bentley (nbentley@english.upenn.edu).

CHILDREN'S LITERATURE

Children's Literature and War. Representations of war in children's literature from any period. Possible texts include fiction, nonfiction, poetry, film, and picture books. 350–500-word abstracts by 1 Mar.; Karin Westman (westmank@ksu.edu).

Princess Culture Industry. Princesses are enormously popular in contemporary children's culture. Why? Papers might address literary sources, popular culture, marketing, changes to princess definitions, politics and ramifications of princess mania, etc. 250-word abstracts by 15 Mar.; Jane Cummins (jcummins@mail.sdsu.edu) and Catherine Tosenberger (ctosen@ufl.edu).

Return to Prince Edward Island: *Anne of Green Gables* at 100. The past place, present importance, and possible future status of Montgomery's classic. 1–2-page abstracts or 8-page papers by 1 Mar.; Michelle Ann Abate (mabate@hollins.edu).

DISABILITY STUDIES

***Freaks* at 30: A Fiedlerian Retrospective.**

Papers on any aspect of *Freaks* or subsequent studies of enfreakment. Theoretical analysis of literary and cultural sites of freakery, side-shows, nonnormate bodies. 1–2-page abstracts by 1 Mar.; Ann Keefer (vatergrrrl@yahoo.com).

Globalizing Disability. Opening the borders of disability studies. Papers discussing any aspect of disability studies or disability theory (e.g., Ato Quayson's *Aesthetic Nervousness*) in postcolonial or global literatures in English. 1–2-page abstracts by 1 Mar.; Ann Fox (anfox@ davidson.edu).

Native Studies Meets Disability Studies.

Intersections of disability studies with Native studies, including First Peoples / First Nations, American Indian, indigenous and aboriginal peoples: literature, film, culture. 1-page abstracts and 1-page vitae by 1 Mar.; Ellen Samuels (ejsamuels@wisc.edu).

ETHNIC STUDIES IN LANGUAGE AND LITERATURE

The Challenges of Inter- and Multidisciplinary. How do we do justice to the richness of crossing specialty boundaries, especially when we face challenges from colleagues or are accused of being dabblers? Abstracts and vitae by 15 Mar.; Kim Martin Long (kmlong@ship.edu).

Ethnic Studies: New Directions. Presentations on the future of ethnic studies as a field, discipline, or academic program or in relation to literary, cultural, interdisciplinary, transnational, postcolonial, or American studies. Abstracts and vitae by 15 Mar.; Jesse Alemán (jman@unm.edu).

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GAY STUDIES IN LANGUAGE AND LITERATURE

Conference Sex. Sex at the MLA? Practices of it, politics of it; its presence in LGBT discourse; how to theorize any or all of these together, apart; with, without queer studies. Abstracts by 1 Mar.; Ricardo L. Ortiz (ortizr@georgetown.edu).

Putting Feminism Back into Queer Studies. Cosponsored by the Division on Women's Studies in Language and Literature. This session complements Queering Women's Studies. Does feminist inquiry still inform queer studies? Accepting proposals that answer the question from a variety of perspectives, genres, and vantage points. Abstracts by 7 Mar.; Sharon Patricia Holland (sharon-holland@northwestern.edu).

Queer Passive. Despite its stimulus to queer activism and agency, does queer literature and culture also contribute to thought about forms of passivity: passion, suffering, undergoing, receptivity, passive resistance, pacifism, etc.? Abstracts by 7 Mar.; Robert Lawrence Caserio (rlc25@psu.edu).

LINGUISTIC APPROACHES TO LITERATURE

From Philology to Literary Linguistics. Situating literary linguistics (including stylistics, narratology, translation, etc.) within the longer tradition of philology. 1-page abstracts by 10 Mar.; Claiborne Rice (crice@louisiana.edu).

Linguistics and Literature: Marriage of Like Minds or Shotgun Wedding? Exploring the relations between literary studies and the various approaches to linguistics, including linguistic anthropology, discourse analysis, sociolinguistics, etc. 1-page abstracts by 10 Mar.; Claiborne Rice (crice@louisiana.edu).

LITERATURE AND RELIGION

Fundamentalisms. Fundamentalism across religious traditions, its treatment in literature, and its interpretive theory and practice. 250-word abstracts by 15 Mar.; Patricia A. Ward (patricia.a.ward@vanderbilt.edu).

Religion and the Construction of English National Identity. How the literary tradition struggles with the complex strands—Protestant, Catholic, secular, and other—that constitute the imagined community of post-Reformation England. 250-word abstracts by 15 Mar.; Dennis Taylor (taylor@bc.edu).

LITERATURE AND SCIENCE

Thinking with Ecology. As rising seas wash away the modernist dualisms that underlie literary studies, what must be our new ground? How can we, too, think with ecology? 250-word abstracts by e-mail by 15 Mar.; Laura Dassow Walls (wallslid@gwm.sc.edu).

PHILOSOPHICAL APPROACHES TO LITERATURE

The Unreadable. How does reading open up a space between literature and philosophy? Literature shows reading to be inseparable from unreadability, whereas philosophy is intolerant of it. 500-word abstracts by 21 Mar.; Geoffrey Bennington (gbennin@emory.edu).



OSCAR EINZIG PHOTOGRAPHY

Mario Chandler, speaker at the session "Religion and Spirituality in Afro-Hispanic Texts: From Spiritual Affirmation to Prophetic Signification."

POPULAR CULTURE

Graphic Novels as Literature. What do graphic novels bring to our cultural landscape? Are they a distinct literary genre? And does it matter? 450-word abstracts and 1-page vitae by 14 Mar.; Cynthia Ann Young (youngcs@bc.edu).

Octavia Butler. What was the impact of Octavia Butler on science fiction's past? What will her legacy be for its future? 450-word paper abstracts and 1-page vitae by 14 Mar.; Cynthia Ann Young (youngcs@bc.edu).

Reality TV and the Economics of Entertainment. How does reality TV change the economic and cultural landscape of entertainment? And does it matter? 450-word abstracts and 1-page vitae by 14 Mar.; Cynthia Ann Young (youngcs@bc.edu).

POSTCOLONIAL STUDIES IN LITERATURE AND CULTURE

Postcolonial Comparisons: Form. What happens when we shift attention from theme to form? Possible topics include comparative manifestos, realism vs. modernism, novel's relation to fable. 500-word proposals and 2-page vitae by 15 Mar.; Susan Z. Andrade (sza@pitt.edu).

Postcolonial Comparisons: Geography and History. How exactly do geography and history provide modes of comparison for postcolonial studies? Possible topics may include theme, archive, chronotopes, cartography. 500-word proposals and 2-page vitae by 10 Mar.; Elizabeth DeLoughrey (emd23@cornell.edu).

Postcolonial Comparisons: Methodologies. What is entailed in postcolonial comparative work? Possible topics include methodolo-

gies for comparing tropes, texts, discourses, disciplines, and contexts. 500-word proposals and 2-page vitae by 15 Mar.; Susan Y. Najita (najita@umich.edu).

PSYCHOLOGICAL APPROACHES TO LITERATURE

Adam Phillips, Psychoanalytic Theorist. Papers on the intersections between literature and psychoanalysis: kidding, tickling, boredom, flirtation, earthworms, side effects, the Bersani-Phillips dialogue on human intimacy and the imagination. 250-word abstracts, vitae by 4 Mar.; Lawrence D. Kritzman (lawrence.d.kritzman@dartmouth.edu).

Psychoanalysis and Citizenship. Psychoanalytic and political thought, political and psychic structures, psychoanalysis and rights, psychoanalysis and politics as space of appearance. 150-word abstracts, short vitae by e-mail (no attachments) by 5 Mar.; Graham Lawrence Hammill (ghammill@nd.edu).

Psychoanalysis and Science Fiction. Intersections, applications, implications of psychoanalysis and sci-fi: fantasy, technology, utopia, dystopia, human, nonhuman, etc., in film, television, literature, pop culture. 250-word abstracts and short vitae (no attachments) by 5 Mar.; Esther Rashkin (esther.rashkin@utah.edu).

SOCIOLOGICAL APPROACHES TO LITERATURE

The Insurgencies of Violence: Revolutions, Rebellions, and Epistemes. Papers dealing with violence as a historical and epistemological issue that captures colonial, postcolonial, and neocolonial formations. 1-page abstracts by 7 Mar.; Roderick A. Ferguson (fergu033@umn.edu).

Our Energy Futures: Narratives of Resource Depletion. Papers dealing with texts of energy and their relation to the itineraries of production and consumption. 1-page abstracts by 7 Mar.; Imre Szeman (szeman@mcmaster.ca).

WOMEN'S STUDIES IN LANGUAGE AND LITERATURE

Gender, Science, Culture. Scholarly or pedagogical approaches to intersections of gender, science, and culture, including interdisciplinary initiatives between humanities and health sciences. 500-word abstracts by 1 Mar.; Judith Kegan Gardiner (gardiner@uic.edu).

Queering Women's Studies. Cosponsored by the Division on Gay Studies in Language and Literature. This session complements Putting Feminism Back into Queer Studies. LGBTQ studies in women's studies, queer feminist theories, transgender perspectives, queer feminist perspectives on culture. 500-word abstracts by 1 Mar.; Lynne Rand Huffer (lhuffer@emory.edu).

War on Gender, Gender and War. Remasculinization, surveillance, blogging, resistance, rhetorics of victimization, other intersections. 500-word abstracts by 1 Mar.; Maria Herrera-Sobek (maria.sobek@evc.ucsb.edu).

Italian Literature

MEDIEVAL AND RENAISSANCE ITALIAN LITERATURE

Esoteric and Exoteric Knowledges: Medieval and Early Modern. 200-word abstracts and brief vitae by 15 Mar.; Daniela Boccassini (daniela.boccassini@ubc.ca).

Open Session. 200-word abstracts and brief vitae by 15 Mar.; Daniela Boccassini (daniela.boccassini@ubc.ca).

Visual and Verbal Languages: Medieval and Early Modern. 200-word abstracts and brief vitae by 15 Mar.; Daniela Boccassini (daniela.boccassini@ubc.ca).

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

Claiming Classical Heritage, Constructing National Identity. How have writers invoked Greek and Roman models to define a sense of italianità? Papers may examine texts from the 17th, 18th, or 19th centuries. 1-page abstracts by 15 Mar.; Maria Rosa Truglio (mxt34@psu.edu).

Ethnic Images across Media. How have different media shaped the representation of non-Italian identities? Papers may consider literature, music, or the visual arts from the 17th through the 19th centuries. 1-page abstracts by 15 Mar.; Paola Gambarota (gambarot@rci.rutgers.edu).

Landscape in Italian Literature. Papers may consider texts from the 17th, 18th, or 19th centuries. 1-page abstracts by 15 Mar.; Tullio Pagano (paganot@dickinson.edu).

20TH-CENTURY ITALIAN LITERATURE

Italian Genre Cinema. Exploration of Italian genre film, including horror, western, comedy, adventure, and sci-fi. Interdisciplinary contributions are most welcome. 1-page abstracts by 15 Mar.; Norma Bouchard (norma.bouchard@uconn.edu).

Memory in 20th- and 21st-Century Italian Culture. Memory and its attendant themes of temporal discontinuity and recovery in contemporary Italian culture. 1-page abstracts by 15 Mar.; Norma Bouchard (norma.bouchard@uconn.edu).

New Directions in Postwar Italian Poetry. Theories and practices of contemporary Italian poets from the postwar era to the present. Interdisciplinary contributions are welcome. 1-page abstracts by 15 Mar.; Norma Bouchard (norma.bouchard@uconn.edu).

Language Studies

APPLIED LINGUISTICS

Applied Linguistics and Teaching Assistant Development. Papers discussing the relevance of applied linguistics for TA development. Possible topics include methodology courses, preservice, inservice support, assessment. 250-word abstracts by e-mail by 1 Mar.; Julia R. Herschensohn (herschen@u.washington.edu).

Applied Linguistics and the 2007 MLA Report. Papers considering implications of the report "Foreign Languages and Higher Education" for applied linguistics and linguists in foreign language programs. 250-word abstracts by e-mail by 1 Mar.; Julia R. Herschensohn (herschen@u.washington.edu).

Program and Outcomes Assessment in Collegiate Foreign Language Education. Papers exploring approaches for assessing outcomes, programs, and departments in collegiate foreign language education. 250-word abstracts by e-mail by 1 Mar.; Julia R. Herschensohn (herschen@u.washington.edu).

HISTORY AND THEORY OF RHETORIC AND COMPOSITION

Queer Rhetorics. Papers presenting new research on intersections between rhetorical history/theory and queer-GLBT studies. (Please put "MLA" in e-mail subject line.) 1–2-page abstracts by 1 Mar.; Janet Marie Atwill (jatwill@utk.edu).

LANGUAGE AND SOCIETY

Creating Subjects in Contemporary Media. Papers addressing any aspect of the topic as encountered in any society or any culture and in any medium. 250-word proposals by 10 Mar.; Andrea Abernethy Lunsford (lunsford@stanford.edu).

Globalization, Language Use, and Community. Any aspect of the topic as encountered in any society or in any culture and in any medium. 250-word proposals by 10 Mar.; Andrea Abernethy Lunsford (lunsford@stanford.edu).

LANGUAGE THEORY

Computers and Language Theory. Studies that explore the uses of computers for research in language theory. Relevant approaches include corpus linguistics, natural language generation, and digital archiving. 1-page abstracts by 10 Mar.; David Herman (herman.145@osu.edu).

Discourse Analysis. Intersections between discourse analysis and key issues in language theory. Relevant approaches include critical discourse analysis, conversation analysis, politeness theory, gesture research, etc.

1-page abstracts by 10 Mar.; David Herman (herman.145@osu.edu).

General Session. Studies showing how a particular research project bears on fundamental issues in language theory, whether in phonology, morphology, syntax, semantics, pragmatics, or other domains. 1-page abstracts by 10 Mar.; David Herman (herman.145@osu.edu).

Other Languages & Literatures

AFRICAN LITERATURES

African Literature and the New Diaspora. The significant and growing body of recent writings by Africans in the diaspora continues to enrich African literature and require our attention. 300-word abstracts by 15 Mar.; Mohamed Kamara (kamaram@wlu.edu).

Constructing the Past in Recent African Literature. Nearly half a century of nationhood has inspired African writers to memorialize, mythologize, demystify, and otherwise revisit the continent's postindependence history. 250-word abstracts by 15 Mar.; Janice Spleth (jspleth@wvu.edu).

Representations of Power in African Literature. African literature has always concerned itself with the manifestation of power: its nature, uses, abuses, implications, etc. 300-word abstracts and vitae by 1 Mar.; Livinus Nwadiuto Odozor (livyodozor@gmail.com).

EAST ASIAN LANGUAGES AND LITERATURES TO 1900

Mapping Textual Territories in East Asia. Emerging perspectives on the literal, figurative, and symbolic roles of landscape and environment, more broadly space and place, in East Asian literature before 1900. 250-word abstracts by 17 Mar.; Joseph T. Sorensen (jsorensen@ucdavis.edu).

Textual Conditions in Premodern East Asia. Examination of the material culture and practice of the written word—including the composing, illustrating, editing, publishing, reading, recitation, and circulation of texts. 250-word abstracts by 17 Mar.; Charlotte Eubanks (cde13@psu.edu).

Women's Literary Voices: Self-Writing across East Asia Traditions. Examining women's self-writing: why and what they wrote, how they represented themselves in texts, and what conditions enabled them to write. 250-word abstracts by 17 Mar.; Monika Dix (mdix@hawaii.edu).

EAST ASIAN LANGUAGES AND LITERATURES AFTER 1900

East Asian Modernities: Global, Vernacular, or Marginal Narratives. Proposals on the topic of critical or theoretical explorations of popular, alternative, or suppressed voices in hegemonic East Asian narratives of modernity. 300-word abstracts by 20 Mar.; Mingbao Yue (mingbao@hawaii.edu).

Histories of Experimentalism. How experimental and avant-garde poetry and poetics—ranging from dadaism to digital poetry—emerged in East Asia. Focus on terminological genealogies, media crossing, (continued on next page)



Gerald Graff presents the Aldo and Jeanne Scaglione Prize for Comparative Literary Studies to Toril Moi.

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politicization welcome. Abstracts by 15 Mar.; Walter K. Lew (wlew@miami.edu).

Music, Auditory Cultures, and the Popular in East Asia. New methodologies for East Asian sonic modernities: phonography and music, urban soundscapes and quotidian architecture, auditory culture and textuality, cinematic music and soundscapes. Abstracts by 20 Mar.; Andrew Jones (afjones@berkeley.edu).

SLAVIC AND EAST EUROPEAN LITERATURES
Animating the Inanimate Slavic World. The Slavic tradition of animation—from cartoon to feature film—continues to inspire and amaze. This panel explores Slavic works and their contexts. Titles and abstracts by 15 Mar.; Thomas J. Garza (tjgarza@mail.utexas.edu).

Stoppard and the Slavic Connection. Tom Stoppard, born Tomas Straussler, has explored the Slavic world in his recent dramatic works. On his 70th birthday, this panel investigates Stoppard's Slavic connections. Titles and abstracts by 15 Mar.; Edith W. Clowes (eclowes@ku.edu).

Teaching

TEACHING AS A PROFESSION

The Accountable Professor. How does the trend for accountability affect our roles as professors? What performance measures for student learning are appropriate in literature, writing, literacy, and language courses or pro-

grams? 250-word abstracts by 1 Mar.; Laura L. Behling (lbehling@gustavus.edu).

Teaching in the Corporate University. Exploring the modern professoriat with topics such as changing financial, administrative, hiring, and tenure structures; curricular control; globalization; unionization; and related concerns. 250-word abstracts by 1 Mar.; Sheila T. Cavanagh (engstc@emory.edu).

THE TEACHING OF LANGUAGE

Study Abroad: Critical Languages. Papers that examine the opportunities and limitations for study abroad in critical languages, including pre- and poststudy concerns. 150-word abstracts by 1 Mar.; H. Jay Siskin (jasiskin@cabrillo.edu).

Technology: A Critical Examination. When is the use of technology appropriate and effective? How does it influence content and outcomes? Can innovative practice be considered a form of scholarship? 150-word abstracts by 1 Mar.; H. Jay Siskin (jasiskin@cabrillo.edu).

THE TEACHING OF LITERATURE

Anthologies and the Construction of Pedagogical Canons. Commentaries on the critical and practical issues involved in teaching British literature with anthologies. 1-page abstracts by 1 Mar.; Alessandro Vettori (vettori@rci.rutgers.edu).

THE TEACHING OF WRITING

Composition Studies: Where Is It Going? Examinations of contemporary developments in composition studies. Is the field returning

to social science interests, maintaining its humanistic ties, or . . . ? With what implications? 1-page abstracts by 1 Mar.; Dale Larson (dlarso@gmail.com).

Discussion Groups

ANGLO-IRISH LITERATURE

Unusual Suspects: Irish Modernism on the Margins. Papers on underemphasized aspects of Irish modernism, including traditional, Irish-language, feminist, nationalist, nonliterary approaches. Comparative approaches and responses to recent interventions welcome. 500-word abstracts by 15 Mar.; Gregory R. Castle (dedalus@asu.edu).

ARABIC LITERATURE AND CULTURE

The Nakba in the Wake of Said. Sixty years after 1948, how does the dispossession of Palestine figure in Arabic culture—through and beyond the lens of Edward Said? 500-word abstracts, vitae by 7 Mar.; Shaden M. Tageldin (tageldin@umn.edu).

ARTHURIAN LITERATURE

Nation and Its Discontents. 1-page abstracts by 1 Mar.; Kathleen Coyne Kelly (k.kelly@neu.edu).

BIBLIOGRAPHY AND TEXTUAL STUDIES

Cultural Institutions and Textual Studies. Papers examining the relationships between writers, texts, and cultural institutions—publishers, periodicals, book clubs and prizes, cultural agencies, archives, or artists' collectives. Any region, period. 300-word abstracts vitae by 1 Mar.; Peter J. Kalliney (peter.kalliney@uky.edu).

CANADIAN LITERATURE IN ENGLISH

Oppositional Politics, Avant-Garde Poetics, Canada. Papers addressing the connections and disjunctions among oppositional politics, avant-garde poetics, and Canada. 500-word abstracts and 1-page vitae by 14 Mar.; Susan A. Rudy (SRudy@ucalgary.ca).

CATALAN LANGUAGE AND LITERATURE

The Space of Catalan Literature and the Arts. Representations of space, place, landscape, and community; physical, cognitive, visual, literary, cinematic expressions and interpretations. 1-page abstracts by 15 Mar.; Sharon G. Feldman (sfeldman@richmond.edu).

CELTIC LANGUAGES AND LITERATURES

Open Topic. Papers addressing any aspect of any of the Celtic languages and literatures. Time period open, but medieval subjects especially welcome. 1-page abstracts by 5 Mar.; Lisabeth Claire Buchelt (lbuchelt@mail.unomaha.edu).

CLASSICAL STUDIES AND MODERN LITERATURE

Imag(in)ing Rome. Ancient Rome and its ruins as trope in postclassical literature, visual arts, and intellectual history. Papers that cross disciplinary and historical boundaries are particularly welcome. 1-page abstracts by 25 Mar.; Barbara Weiden Boyd (bboyd@bowdoin.edu).

COGNITIVE APPROACHES TO LITERATURE

Cognitive Approaches to Ethnic and Postcolonial Literature and Culture. How cognitive science and related approaches shed light on

the creating of and engaging with ethnic and postcolonial literatures and culture. 250-word abstracts by 15 Mar.; Frederick Luis Aldama (aldama.1@osu.edu).

CUBAN AND CUBAN DIASPORA CULTURAL PRODUCTION

What's So Funny? Humor in Cuba and the Diaspora. Exploration of humor in cultural expression, national identity. Any period or discipline (e.g., literature, performance, art, music, linguistics, news media). 2-page abstracts and vitae by 15 Mar.; Sara E. Cooper (scooper@csuchico.edu).

FOLKLORE AND LITERATURE

Folklore and Gayl Jones Corregidora. Seeking papers that explore the ways Corregidora can be understood as a folkloric text. Emphasis on the blues, orality, family or personal narrative, participatory reading, etc. 350-word abstracts by 3 Mar.; David Todd Lawrence (dtlawrence@stthomas.edu).

GENERAL LINGUISTICS

Technology and the Teaching of Linguistics. Papers that address successful and unsuccessful practices in integrating technology into the teaching of linguistics. 250-word abstracts by 1 Mar.; Iulia Pittman (pittman@auburn.edu).

HEBREW LITERATURE

The Space and Borders of Hebrew Literature and Film. Representations of place, permeability of genres, boundaries between art and politics, or psychosocial role of creative works. 250-word abstracts by 12 Mar.; Adam Rovner (Adam.Rovner@hofstra.edu).

HUNGARIAN LITERATURE

Romanticism and Revolution: 19th-Century Roots of Postmodernism. Three presentations with discussion following them on the content or theses of the papers. 200-word abstracts plus final copy for 20-min. presentations by 15 Mar.; Thomas Raymond Mark (trma@lamar.colostate.edu).

INTERDISCIPLINARY APPROACHES TO CULTURE AND SOCIETY

Language, Literature, and the Politics of Area Studies. Papers on the politics/politicization of area studies: academic integrity, censorship, compromised funding, academic monitoring by nonacademic bodies, vulnerabilities in the tenuring process, etc. 1-page abstracts by 15 Mar.; Gaurav G. Desai (gaurav@tulane.edu).

ITALIAN AMERICAN LITERATURE

Italian American Literary Innovation. Essays that explore experimentation and innovation in any literary genre. Papers or proposals by 7 Mar.; Dennis B. Barone (dbarone@sjc.edu).

JEWISH CULTURAL STUDIES

Remapping Jewishness. How and where is Jewishness located? Papers examining Jewishness in relation to globalization and transnationalism, virtual and emergent communities, archives or exhibitions, Jews of color, and Jews and race. 250-word abstracts by 15 Mar.; Lori Harrison-Kahan (lharriso@conncoll.edu).

LAW AS LITERATURE

Law and Narrative. Intersections between law and the process and products of narration. Pa-

pers might address case studies, storytelling, testimony, the construction of factuality and causality, and other related topics. 250-word abstracts by 10 Mar.; Todd Butler (butlert@wsu.edu).

LEXICOGRAPHY

Though Jamieson usually receives "single-author" credit for his 200-year-old dictionary, it involved important collaborations. Yet many "anonymous" dictionaries reveal individual personalities. Papers on individual versus anonymous authorship. Abstracts by 20 Mar.; Jeffrey A. Triggs (jtriggs@gmail.com).

LITERATURE OF THE UNITED STATES IN LANGUAGES OTHER THAN ENGLISH

Passing for American. Various groups have sought assimilation to pursue an otherwise unattainable American dream. This session explores this struggle as recorded in the heritage languages of the United States. Abstracts and vitae by 18 Mar.; Dana A. Kress (dkress@centenary.edu).

LUSOPHONE LITERATURES AND CULTURES OUTSIDE PORTUGAL AND BRAZIL

Cinema Lusófono / Lusophone Cinema. Novo milénio, novo cânone, novos parâmetros do cinema Lusófono Africano/Asiático. Análise, controvérsias, possíveis soluções. New millennium, new canon, new parameters for Lusophone-African/Asian cinema. Analyses, controversies, possible solutions. 100-word abstracts, English or Portuguese, by 10 Mar.; Nechama Kramer-Hellinx (nkramerh@nyc.rr.com).

MEDIA AND LITERATURE

Second Life: Reading and Writing Virtual Worlds. Second Life and other persistent virtual worlds, with preference given to topics other than pedagogy. 1-page abstracts and short vitae by 15 Mar.; Matthew Kirschenbaum (mgk@umd.edu).

MEXICAN CULTURAL AND LITERARY STUDIES

Del México profundo al México de afuera. What does it mean to speak of "muchos Méxicos"? How do intellectuals and cultural workers respond to "re-configurations" of the social and cultural landscape? 500-word abstracts by 15 Mar.; Laura G. Gutierrez (lgutierr@email.arizona.edu).

OLD NORSE LANGUAGE AND LITERATURE

Femininity and Masculinity in Old Norse and Icelandic Compositions. Papers discussing gender issues, social attitudes, heroism, war, marriage, misogyny, concubinage, cross-dressing, and sexuality. Proposals concerning prose or poetry welcome. 1-page abstracts by 16 Mar.; Robin Waugh (rwaugh@wlu.ca).

PART-TIME FACULTY MEMBERS

Stereotypes of Contingent Faculty Members: Humor and Social Commentary. Papers addressing representation of part-time and contingent faculty members. How are stereotypes of adjuncts expressed in popular media and literature? Abstracts by 1 Mar.; Lila Marz Harper (harperl@cwu.edu).

PRESENT-DAY ENGLISH LANGUAGE

(Not) Checking the Box: Opening Up Spaces through Discourses. Abstracts that discuss

topics on otherness, diversity, and discourse from different perspectives. 200-word abstracts by 1 Mar.; Yolanda Chavez-Cappellini (cappelly@newpaltz.edu).

PROVENÇAL LANGUAGE AND LITERATURE

One Never Speaks One Language: Language, Dialect, and Idiom in Occitan. Varied aspects of language, dialect, and idiom in Occitan language and literature, from the Middle Ages to the present. Short abstracts by 15 Mar.; Eric T. Matheis (ematheis@indiana.edu).

ROMANCE LITERARY RELATIONS

The Sentiments and Reason. Exploring how literary texts and traditions treat the relations—or disjunction—between the sentiments and reason. How can we account for their shifting importance? 2-page proposals by 12 Mar.; Kathy Richman (krichman@pacific.edu).

ROMANIAN STUDIES

Eastern Europe in the Cold War Culture. Papers on representations of Eastern Europe—preferably Romania—in Cold War literature and film from outside the region. 250-word abstracts by 15 Mar.; Monica Popescu (monica.popescu@mcgill.ca).

SCANDINAVIAN LANGUAGES AND LITERATURES

New Pluralisms in Scandinavia. Session explores growing diversities of ethnicity, class, family, intimacy, gender, sexuality as portrayed in Scandinavian texts, or comparative contexts involving Scandinavian texts. 1-page paper proposals (by e-mail) by 10 Mar.; Anne G. Sabo (sabo@stolaf.edu).

SCIENCE FICTION AND UTOPIAN AND FANTASTIC LITERATURE

Storytelling in Fantastic Literatures. The importance of narrative in science fiction, utopia, and fantastic fictions. Links to earlier practices: myth, romance, etc. Storytelling as realism, mode of cognition, political unconscious. 250-word abstracts by 15 Mar.; Phillip Edward Wegner (pwegner@english.ufl.edu).

SCOTTISH LITERATURE

Diasporic Scotlands. Papers on the topic of diasporic writing within and beyond Scotland. Exile, migration, hybridity, cosmopolitan and transnational identities. 300-word abstracts with vitae by 1 Mar.; Fiona J. Wilson (fwilson@fordham.edu).

SEPHARDIC STUDIES

Gender in Sephardic or Sephardist Literature. Cross or gender traits in literary style or character design impacting memory or identity. Sephardism interprets modernity integrating (re)imagined medieval Iberian elements. 250-word abstracts by 10 Mar.; Stacy Beckwith (sbeckwit@carleton.edu).

SOUTH ASIAN LANGUAGES AND LITERATURES

Public Intellectuals and South Asian Literature. Literary and public interventions in debates about globalization, environment, democracy struggles in Nepal, Pakistan, Afghanistan, Burma; free speech against state and religious censorship. 300-word abstracts
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by 15 Mar.; Lopamudra B. Basu (basul@uwstout.edu).

TRANSLATION

Translation in the 21st Century: What Gets Found. How does the language or form of “untranslatable” prose and poetry provide an opportunity for creation? Theoretical approaches and discussions of the creative process welcome. 250-word abstracts by 7 Mar.; Suzanne Jill Levine (sjlevine@spanport.ucsb.edu).

TRAVEL LITERATURE

Genders of Travel Writing. Papers addressing the intersections of sexuality and gender in travel writing, including questions of identity, the body, desire, queer sexualities, and the materiality of movement. Abstracts by 1 Mar.; Soledad Caballero (scaballe@allegheny.edu).

THE TWO-YEAR COLLEGE

Honors Programs at Two-Year Colleges. How can we facilitate the needs of high-achieving students attracted to community colleges? What strategies do we have for operating honors programs and addressing students’ needs? Abstracts by 1 Mar.; Andrea Broomfield (abroomfi@jccc.edu).

WEST ASIAN LANGUAGES AND LITERATURES

What Is in a Wall? Conceptualizing the Wall through History, Politics, Gender, Culture, and Other Human Concerns. Critical examination of walls may focus on literature, language, or place. 1-page abstracts by 15 Mar.; Randa B. Wahbe (rwahbe@cypresscollege.edu).

YIDDISH LITERATURE

Yiddish and the City. Urban themes in Yiddish literature; Yiddish literature and language in the city. 1-page abstracts by 15 Mar.; Anne Eakin Moss (aeakinmoss@jhu.edu).

American Literature Section

Provocations. What are the most significant current opportunities and challenges in American literary studies? Papers can address any aspect, institutional, intellectual, practical, methodological, professional, etc. 250-word proposals by 29 Feb.; Caroline Levander (clevande@rice.edu).

Where Is “the Archive”? How do we prioritize information? What constitutes an archive (oral traditions, databases, material cultures, ritual places, etc.)? How might geographically remote archives be relevant to American literature? 250-word proposals by 29 Feb.; Caroline Levander (clevande@rice.edu).

MLA Committees

COMMITTEE ON COMMUNITY COLLEGES

Honors Programs at Two-Year Colleges. On any aspect of building and maintaining successful honors programs at community colleges. Abstracts or papers by 7 Mar.; Maria H. Makowiecka (mmakowiecka@bergen.edu).

Literature of Immigrants. Educational uses of the immigration and heritage experiences in literature. Language identities in relation to

political ideologies and personal and cultural identities. Abstracts or papers by 7 Mar.; Alicia M. de la Torre Falzon (afalzon@nvcc.edu).

Making a College Student: What Can We Do for the Underprepared? How would proposals to orient language study toward trans-cultural and translanguing competence affect community college language programs and underprepared students? Abstracts or papers by 7 Mar.; Elizabeth M. Schwartz (schwartz.elizabeth@sbcglobal.net).

COMMITTEE ON DISABILITY ISSUES IN THE PROFESSION

Disability in Context: Personalizing the Profession. Workshop on personal experiences of disability in academia, addressing issues such as hiring and advancement, defining disability, ADA compliance, teaching disability studies, etc. Proposals by 18 Mar.; Kevin Finn (kfinn@miami.edu) and Eden Koren Osucha (eosucha@bates.edu).

Human Rights and Disability. Panel examining intersections of human rights and disability concerns, especially in global contexts; papers may focus on critical theory, literature, visual culture, public policy, and the profession. 250-word abstracts by 18 Mar.; Eden Osucha (eosucha@bates.edu).

COMMITTEE ON INFORMATION TECHNOLOGY

E-Criticism: New Critical Methods and Modalities. Digital roundtable presenting new forms of literary criticism that utilize the expressive and computational capability of the computer via new models, paradigms, and tools. 350-word abstracts by 15 Mar.; Susan Schreibman (sschreib@umd.edu).

Using Technology to Teach Languages.

Computer-assisted language learning (CALL) involving curricular design informed by second language acquisition theory, implementation, and assessment. Presentations must discuss at least two of these aspects. Abstracts by 15 Mar.; Robert Blake (rjblake@ucdavis.edu).

COMMITTEE ON SCHOLARLY EDITIONS

Editing Where You Least Expect It: Classroom Practices. How editing theory can have a critical presence in the classroom: e.g., how visual, musical, or textual archives are selected. Papers by 15 Mar.; Donald R. Dickson (d-dickson@tamu.edu).

Editing Where You Least Expect It: Cultural Studies. Nonprint media, problems of annotation, distrust of authority and authenticity: papers are invited on the material texts of cultural studies. Abstracts by 15 Mar.; Bruce R. Smith (brucesmi@usc.edu).

Editing Where You Least Expect It: Editing Oral Texts in a Digital Age. How are texts of oral performance, or texts that derive from oral tradition, best edited, given current technology? 1-page abstracts by 15 Mar.; John D. Niles (jdniles@wisc.edu).

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

“New” Subjects of Race. What effects have contemporary migrations to or in North America had on current analyses when new

racial subjects have claimed existing categories? 350-word abstracts and vitae by 1 Mar.; Chandan Reddy (ccreddy@u.washington.edu).

COMMITTEE ON THE STATUS OF GRADUATE STUDENTS IN THE PROFESSION

Imagining and Expanding Collaboration in the Humanities. Presentations that demonstrate and/or imagine examples or models or theories of graduate student collaborative work in the humanities. 350-word abstracts by 21 Feb.; Seth Jameson (sjameson@ucla.edu).

Marketability and Academic Personae. Addressing the way the job market influences strategies of academic self-representation. Possible topics: academic personae, conflicts between scholarly creativity and market demands. Abstracts and vitae by 1 Mar.; Roland Vegso (rolandvegso@gmail.com).

Negotiating Family and Graduate Studies: A Roundtable Discussion. Negotiating family life in graduate school, from administrative, departmental, and student perspectives. Possibilities: paid parental leave, alternative families, family and new faculty members. 350-word abstracts by 1 Mar.; Megan Moore (moorem@newberry.org).

Special Sessions

These proposed topics for special sessions at the convention have not been approved; the announcements are intended to bring potential organizers and panelists together before organizers send in their final proposals. Organizers and panelists should note the 7 April deadline for membership and the 1 April deadline for submission of final proposals.

Accentuating Punctuation. Punctuation topics related to linguistics, writing, its use in certain genres, or by specific literary figures. Abstracts by 1 Mar.; Albert E. Krahn (krahn@punctuation.org).

J. R. Ackerley’s Back. Theoretical—especially postcolonial, queer, narrative- and genre-related—investigations of the work of the Bloomsbury ally, writer-playwright, BBC editor, and activist. Theater- and animal-literature-themed submissions also considered. 250-word proposals by 15 Mar.; Helena Gurfinkel (hgurfinkel@siue.edu).

The Adolescent Novel. Critical or theoretical approaches to the adolescent novel, broadly conceived: coming-of-age narratives; first novels as “adolescent” texts; future of the adolescent novel in the 21st century. 1-page abstracts by 15 Mar.; Judith Broome (broomej1@wpunj.edu).

Adoptive Families. Representations in fiction, memoir, or film. Family making and/or identity/history/culture seeking; transnational, transracial, or “matching,” open or closed. Critical, celebratory, or ambivalent. Abstracts or proposals by 10 Mar.; Emily Hipchen (ehipchen@westga.edu) and Marianne L. Novy (mnovy@pitt.edu).

Aestheticism and Politics. Papers exploring the political commitments of aestheticist writers and artists; depictions of empires, rulers,

wars, revolutions in aestheticist texts; aestheticist ideas about community, laws, and contemporary political theories. 1-page abstracts by 7 Mar.; Matthew Potolsky (m.potolsky@utah.edu).

Affection from the Renaissance to Today.

What makes someone seem affected rather than natural? Why should it matter? All genres, approaches welcome. 1–2-page abstracts or 8-page papers by 14 Mar.; Bradley William Buchanan (buchanan@csus.edu).

Affective Communities in 18th-Century Anglo-America.

Papers that examine secular or religious communities of the heart; how the “sense” of the heart creates or structures social or political bonds. 1-page abstracts by 10 Mar.; Andrea L. Knutson (knutson@oakland.edu).

Age Studies Internationally.

Submissions welcome on contemporary age studies applications and theories around the globe and across political, geographic, and cultural borders. Abstracts by 15 Mar.; Leni Marshall (leni@agingstudies.org).

Age Studies Tomorrow: Future Scholarship.

Submissions welcome on new avenues for exploration, new arenas in which the concepts can be applied, and the future of the field. Abstracts by 15 Mar.; Leni Marshall (leni@agingstudies.org).

Alternative Ethical Discourses in Latin America.

Alternatives to received ethical discourses (philosophical, religious, political) in literature after 1870. Ethical explorations

inspired by existentialism, skepticism; situational, naturalist, relativist philosophies, others. 1-page abstracts and vitae by 7 Mar.; Todd S. Garth (garth@usna.edu).

American Literature of the Southeast Asian Diaspora.

Explorations of emergent Southeast Asian American literatures focusing on militaristic narratives; refugee epistemologies; traditional roles in a feminist or postfeminist world; diverse literacies, etc. 1-page abstracts by 15 Mar.; Lisa A. Long (lalong@noctrl.edu).

Animetaphor: Figuring Animals in Theory and Literature.

Seeking theoretical analyses of animal metaphors (Lippit’s “animetaphors”), especially in relation to subject formation. 500-word abstracts by 1 Mar.; Colleen Glenney Boggs (colleen.g.boggs@dartmouth.edu).

Animots.

How can literature, which has always let animals speak, intervene in current debates concerning the relation between human and animal rights, the philosophical status of the animal, environmentalism? Abstracts by 15 Mar.; Mario Ortiz-Robles (mortizrobles@wisc.edu).

Arthurian Temporalities.

Time, times, timeliness, timing: asynchrony, chronology, evolution, helix, prolepsis, relation, soma. History is the point of departure, not the destination. 1-page abstracts by 1 Mar.; Kathleen Coyne Kelly (k.kelly@neu.edu).

The Audiobook.

Papers addressing any aspect of audio recordings of literature: close listening, sound technologies, voice actors,

etc. Abstracts by 1 Mar.; Matthew C. Rubery (rubery@post.harvard.edu).

Authorial Self-Representation in the Spanish Golden Age.

Papers on how Spanish Golden Age writers directly or indirectly portray themselves and their work through their literary texts. 1-page abstracts by 10 Mar.; Julia L. Farmer (jfarmer@westga.edu).

Babel Bytes.

How well do Moodle, Blackboard, WebCT, and other course management systems work when teaching non-Latinate languages? Which systems and kinds of instruction work best for online environments? 2-page abstracts by 1 Mar.; Julie McFadden (jmcfade@carleton.edu).

Beyond Recognition: Race, Hegel, and Class.

Affective recognition has become a means to spiritualize race and cut it off from class. Papers on materialist analytics of race, class, and global labor. Abstracts by 15 Mar.; Amrohini Sahay (amrohini.sahay@hofstra.edu).

Frank Bidart and Contemporary Poetries.

Papers addressing how Bidart’s work revises, challenges, or sustains generic conventions—lyric, long poem—or complicates the boundaries between mainstream and experimental poetics. 250-word abstracts by 1 Mar.; Stephanie Youngblood (youngblood@wisc.edu) and Michelle Niemann (mniemann@wisc.edu).

Harold Bloom and the Intersections of Literature and Religion.

Papers that investigate Bloom’s engagement with religion in his literary criticism. Can explore gnosticism, kabbalah, Romanticism, a specific author, etc. 300-word abstracts by 10 Mar.; William Quirk (wfquirk@smcm.edu).

California Literatures of the Environment.

Papers analyzing California’s place in the history of environmental literature. Of particular interest are investigations of conservation movements, mining interests, natural disasters, and the sublime. 250-word abstracts by 10 Mar.; Damon Franke (Damon.Franke@usm.edu).

Class and the Posthuman.

Is the posthuman an emerging space for a culture beyond the “rhetoric of property” (de Man) and species, or is it really corporate analytics for a digital age? Abstracts by 8 Mar.; Robert A. Wilkie (rwilkie@nycap.rr.com).

Class in the Classroom.

How do you encourage discussions of class in the classroom while teaching literature surveys? Include comments on the structure and content of class discussions. 1-page abstracts by 7 Mar.; Cassandra Falke (cfalke@etbu.edu).

The Color and Class of the “New” Family.

Family after affect and beyond sentimental inscriptions of race and class. What is the material shape of family and its economic roots? 1-page abstracts by 10 Mar.; Julie P. Torrant (jpt27@cornell.edu).

Contemporary British Women’s Fiction.

Papers addressing fiction by women of any background currently writing in the United Kingdom; interdisciplinary approaches particularly welcome. Abstracts up to 750 words in length by 15 Mar.; Susan Alice Fischer (safcpw@earthlink.net).

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OSCAR EINZIG PHOTOGRAPHY

Lamia Ben Youssef Zayzafoon, speaker at the session “Muslims and Jews in French and Francophone Literatures and Films.”

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Conundrums of Catastrophe. Examining representations of natural or created catastrophes oriented around politics, civil society, and literature. Work of writers such as Manuel Scorza and Carlos Monsiváis are welcome. 250-word abstracts by 14 Mar.; Leilani Garcia-Turull (l.garciaturull@csuohio.edu).

Cortázar: The Berkeley Lectures. Emphasis on Cortázar's presence at the University of California, Berkeley. Papers should emphasize his university lectures and literary production. 250-word abstracts and brief vitae by 25 Mar.; Joseph V. Tyler (proftyler1@mac.com).

Course Management: Friend or Foe? What courses benefit from using online components to supplement in-person instruction, and in what courses do such enhancements detract from student learning experiences? 2-page abstracts by 1 Mar.; Julie McFadden (jmcfadde@carleton.edu).

Current Work on Pierre Loti. A session to present current work on Pierre Loti. 20-min. papers by 15 Mar.; Richard M. Berrong (richard@berrong.fr).

Dancing with Danger. Why does literature figure dance and dancers as dangerous? Literary engagements with dance or uses of dance in drama from any period. 1-page abstracts by 1 Mar.; Carrie J. Preston (cjpresto@bu.edu).

The Dark Whigs: Grubstreet, Empire, and Race. Papers focused on the connections among Whigs, Grubstreet writers, and neglected discourses of empire and race. 1-page abstracts by 1 Mar.; Wayne C. Ripley (wripley@winona.edu).

Descriptive Predicaments. Papers addressing literary description as a locus for theoretical exploration and/or texts that exacerbate the problematics of description. 1–2-page abstracts by 15 Mar.; M. H. Kolisnyk (mkolisny@barnard.edu).

Disliking Shakespeare. Papers that address resistance to Shakespeare (specific acts of dissent or dissenting individuals or groups) in various cultural and historical contexts. 300-word abstracts by 15 Mar.; Zoltan Markus (zomarkus@vassar.edu).

Divorce in Contemporary United States Literature. Papers exploring divorce in contemporary United States literature, particularly as it reflects ethnicity, race, religion, sexual identity, or views of nature. Abstracts by 15 Mar.; Kimberly A. Freeman (k.freeman@neu.edu).

Don Quixote as a Book of History. *Don Quixote's* metaliterary scope extends not only to other literary works but also to historical narratives. This panel seeks to explore such historical subtext. 250 word-abstracts by 15 Mar.; Ana Laguna (alaguna@camden.rutgers.edu).

Early American Grotesque. Critical and theoretical studies that examine instances of or work toward a definition or expanded understanding of the grotesque in early American literature. Intertextual approaches encouraged. 250-word abstracts by 15 Mar.; Mary McAleer Balkun (balkunma@shu.edu).

Educating the Early Modern Servant. Papers about literature discussing methods and goals

of educating servants and apprentices from 1500 to 1700, especially servants of the middle class. 250-word abstracts by 10 Mar.; Emily Ruth Isaacson (eisaacs2@fau.edu).

Emergent Literature of the Iranian Diaspora. Papers on memoirs, fiction of Iranian diaspora, and narratives via post-9/11 subjectivities and United States–Iranian tensions. Does this reveal something about newer ethnic subjectivities? 250-word abstracts by 20 Mar.; Persis M. Karim (persisk@yahoo.com).

Emerson and Empire. Emerson's transcendentalism is becoming a model for privileging "the right to remain silent" (Derrida) over critique. Papers exploring the (re)turn to Emerson at a time of new imperialist wars. Abstracts by 15 Mar.; Kimberly DeFazio (kdefazio@clarkson.edu).

Emigration, Colonization, and American Literature, 1816–65. The American Colonization Society, *African Repository*, black nationalism, emigration, and so forth and their effects on antebellum literature. 500-word abstracts by 10 Mar.; Joe Webb (jwebb16@slu.edu).

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

Engaging Bayard Taylor. This near-forgotten writer is now frequently referenced in studies of transnationalism, sexuality, class, and imperialism in 19th-century American literature. What interpretive issues result from this revival? Abstracts and vitae by 7 Mar.; Liam Corley (wccorley@csupomona.edu).

Ephemera in 18th-Century Great Britain and North America. Roundtable exploring all aspects of the visual impact, textual import, social implications, production, reception, and distribution of ballads, broadsides, chapbooks, and pamphlets. 1-page abstracts by 15 Mar.; Kevin Murphy (kmurphy@gc.cuny.edu).

Eroticism 20th-Century Style. Papers pertaining to the importance of eroticism in 20th-century literature, especially in relation to concerns with war, violence, fascism, nihilism, and oppression. 300-word abstracts and vitae by 1 Mar.; Matthew Roberts (mjrober@emory.edu).

Eroticizing Latin America in United States Literature. Eroticism in representations of Latin America—its people, culture, and geography—in texts written by United States–born or –based authors from any period. 1-page abstracts by 15 Mar.; Zachary Lamm (zlammluc.edu).

The Evolution of the Ethical Turn in Criticism. Papers exploring new dimensions of ethical criticism; topics of interest include the political imagination, historical memory, and the cultural work of literature. 500-word abstracts by 1 Mar.; Hannah R. Johnson (hrj4@pitt.edu).

Examining Elfriede Jelinek. An examination of Jelinek's continued—and possibly renewed—impact on Austrian and Viennese



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Bette G. Hirsch, speaker at the session "Career Opportunities in Two-Year Colleges."

literature, as both an author and a personality in her own right. 300-word abstracts by 15 Mar.; Anna Souchuk (anna.souchuk@yale.edu).

Family Dissonance. Papers focused on the social and political utility of popular literary, cinematic, and televisual depictions of unorthodox family and living arrangements. 1-page abstracts and vitae by 10 Mar.; Vincent Stephens (vstephen@syr.edu).

Fatale: Representations of the "French Woman." Abstracts for papers addressing past or present representations of the "French woman" in either French or American media and popular culture. 300–500-word abstracts by 15 Mar.; Jennifer Willging (willging.1@osu.edu).

Fatherhood and the Comedia. Papers that focus on fathers, fatherhood, paternity, and masculinity in the theater of the Spanish Golden Age. 250-word abstracts by 10 Mar.; Michael W. Joy (mjoy@nmu.edu).

Feeling Class(y). Is class primarily a matter of affect, or does the new affective turn make class classy by substituting experience for the relations of production that shape it? Abstracts by 15 Mar.; Stephen C. Tumino (sct5@pitt.edu).

Femmes et violence dans le monde francophone. Cette session va durer 75 minutes, on écouterait trois, potentiellement quatre communications sur les problèmes des femmes des pays francophones. Envoyez un résumé de 250 mots. By 12 Mar.; Maria G. Traub (traubm@neumann.edu).

Film on Film. Self-reflexivity in contemporary cinema. Across genres and national traditions: adaptations, sci-fi, art house, Hollywood, "foreign," etc. How does self-consciousness function in these various cinematic contexts? 300-word abstracts by 1 Mar.; Samuel Amago (samago@nd.edu).

Finnegans Wake, Voice, History. History as sound, voice(s), cacophony, hybrid, mashup. 1-page abstracts by 10 Mar.; Carol A. Dell'Amico (cdellamico@csu.edu).

Forbidden Zones in Francophone Literature and Film. Literary or cinematic treatment of forbidden spaces—geographic, social, familial, personal, etc. Proposals on travel literature welcome. 250-word abstracts in English or French by 15 Mar.; Claire Keith (claire.keith@marist.edu).

Forty Years Later: The Legacy of San Francisco State University's Student and Faculty Strikes. Papers addressing the lasting institutional and cultural changes, including ethnic studies and college access. 1-page abstracts by 10 Mar.; Noreen O'Connor (nto@georgetown.edu).

French Crises(?). Analyses of contemporary crises in France's social or historical models; insertion within larger constructs (i.e., the EU, the global economy, international politics); *declinisme*; representations of "malaise," and more. 1–2-page abstracts by 1 Mar.; Alain M. Gabon (agabon@vwc.edu).

Future Ruins: The Temporality of Climate Change. Anticipations of environmental and cultural degradation; proleptic affect; incremental, quotidian catastrophe; decomposition of the futural; partial, thwarted agency; planetary temporalities. 300-word abstracts by 15 Mar.; David Collings (dcollings@bowdoin.edu).

Futurism Then and Now. Analysis of aesthetic engagement with futurity in any language culture in any historical period. Interdisciplinary and comparative approaches welcome. 250-word abstracts to both addresses by 10 Mar.; Leslie A. Adelson (laa10@cornell.edu) and Devin Fore (dfore@princeton.edu).

Gender and Nation in Contemporary Basque Narrative. Papers on the intersection between gender and nation in Basque narrative since 1975. 1-page abstracts by 1 Mar.; Iker González-Allende (igonzalezallende2@unl.edu).

René Girard and the Consequences of Comparison in Literary Study. Papers treating Girard's initial work in comparative literature, which led to research in anthropology, ethnology, ethology, religious studies, and biological science. 500-word abstracts by 10 Mar.; William A. Johnsen (johnsen@msu.edu).

Girls' Boarding School Stories. Stories of Enid Blyton and Susan Coolidge, adventures at Malory Towers and St. Clare's, how they stemmed from *Tom Brown's Schooldays* and helped shape Harry Potter. Abstracts by 15 Mar.; Bansari Mitra (bansarim@yahoo.com).

Global Hypermasculinity and Its Development(alism). Papers on specific instances of the promotion of hypermasculinity as vehicle for modernization, particularly in the culturalization efforts of the Third Culture proponents. Brief vitae and abstracts by 15 Mar.; Gheorghita Tres (tres@oakland.edu).

The Glorious Empire of the Turks, the Present Terror of the World: Islamophilia and Islamophobia in Early Modern English Texts. The treatment of Islam in English texts. Abstracts and vitae by 15 Mar.; Ambereen Dadabhoy (ambereen.dadabhoy@cgu.edu).

The Godfather at 40: Retrospectives on Puzo's Italian America and Its Meanings for American Culture. Papers addressing the

totality of Puzo's career: the epic, popular, and literary writer in ethnic and national contexts. 1–2-page abstracts by 20 Mar.; MaryJo Bona (mbona@notes.cc.sunysb.edu).

Harlem Renaissance in Ibero-America Literature and Visual Arts. The influence or interrelation between Harlem Renaissance and Iberoamerican artists, oriented around spoken forms, performance art, poetry, and illustrators. 250-word abstracts by 14 Mar.; Leilani Garcia-Turull (l.garciaturull@csuohio.edu).

Hearth, Home, Nation in the 19th Century. Papers on material practices that enabled Victorians to reassert British identity in an imperial age, thus refashioning domesticity's place in England's public culture. Abstracts, vitae by 17 Mar.; Deirdre H. McMahon (dhm33@drexel.edu) and Janet Myers (jmyers@elon.edu).

Hitler Humor in Contemporary German Culture. Papers discussing various humorous approaches to Hitler exhibited in cultural productions in contemporary Germany. 250-word proposals by 1 Mar.; Susanne Lenné Jones (sujones@uwm.edu).

Houses and Domestic Space in German Literature. Papers on the representation or theory of houses and domestic space, specifically their gendered connections in German literature from the 19th century until today. 300-word abstracts by 1 Mar.; Monika Shafi (mshafi@udel.edu).

Human Rights and the Photographic Essay. Theoretical approaches to the genre and its uses for human rights advocacy. 500-word abstracts by 7 Mar.; Eleni Eva Coundouriotis (eleni.coundouriotis@uconn.edu).

Imagining Apocalypse. In what ways and for what purposes do authors employ apocalyptic images and concepts in their poetry or fiction? Nonecclesiastical literature of any period or cultural tradition. 1-page abstracts by 1 Mar.; Caroline King Hall (ckh3@psu.edu).

Indigenous Languages as Modern Languages. Papers that address the state of indigenous language research, pedagogy, resources, and influence in the academy and beyond. 250-word abstracts by 15 Mar.; Kelly Shannon McDonough (mcd0030@umn.edu).

Interfaith Relations in French and Francophone Literatures and Films. Papers analyzing the depiction of relations among groups or people of different faiths in contemporary literature and films. 1–2-page abstracts and brief vitae by 14 Mar.; Carine Bourget (bourgetc@u.arizona.edu).

The Internet and Avant-Garde Poetics. Search engines, literary spam, found poetry, flarf, procedures, automation, Listservs, blogs, cyberlibertarianism: how to understand the contemporary poetic avant-garde's sociological, historical, and formal relation to the Internet? 500-word abstracts by 15 Mar.; Jennifer Ashton (jashton@uic.edu) and Nick LoLordo (lolordov@unlv.nevada.edu).

Interracial Productions of Shakespeare's Plays on Stage and Screen. All theoretical and critical approaches are encouraged. 250-word abstracts and vitae by 15 Mar.; William Reginald Rampone (regrampone@hotmail.com).

Intersections of Race, Gender, and Sexuality in Hollywood's Africa. Queer and feminist postcolonial approaches to intersections of race, gender, sexuality in contemporary Hollywood movies representing Africa. 250-word abstracts for 15-min. papers by 8 Mar.; Tanya Ann Kennedy (tanya.kennedy@maine.edu).

James Kelman. Papers on any aspect of Kelman's work. Abstracts by 15 Mar.; Tobias B. Gregory (gregoryt@cua.edu).

Allen Lane's Penguin. How might we read the Penguin enterprise as reflecting and shaping English culture? Papers focusing on any aspect of Penguin: the company, one of its authors, milestone publications, etc. Abstracts by 10 Mar.; Rosemary Erickson Johnsen (r-johnsen@govst.edu).

Le nouveau roman à 50 ans. What is the *nouveau roman's* place in literary history? An aberration? Is it still relevant? How do today's novelists contend with it? Comparisons, re-evaluations, apologias. 1-page abstracts by 15 Mar.; Alexander Hertich (ahertich@bradley.edu).

Liminal Bodies: Questioning the Functionality of the Human Body. Life-threatening illnesses challenge the liminal dimension of our embodiment. This session focuses on the ill, broken, and dying body. 1-page abstracts and 2-page vitae by 1 Mar.; Catalina Florescu (baietie@yahoo.com).

The Literariness of Lawrence Block. More or less an open topic, but focusing on Block's connections, allusions to other literature, both detective fiction and "canonical" literature. 1-page proposals by 12 Mar.; Eric J. Hyman (ehyman@uncfsu.edu).

Literary (and Other) Life of the Golden Gate Bridge. Papers on the history and significance of the Golden Gate Bridge in literature and other arts that analyze its iconic status. 250-word abstracts by 15 Mar.; Ira Nadel (nadel@interchange.ubc.ca).

Literary Geographies of Jhumpa Lahiri's Fiction. Interweaving literary and geographical theory, working from the premise that all literary works generate literary geographies (they produce a spatialized way of understanding the material world). Proposals by 1 Mar.; Julia Leyda (juleyda@gmail.com).

Literary Politics and Jewish Identity in World War II France. Seeking papers that focus on the representation of Jewishness in French literary production during the war years. 1-page abstracts and short vitae by 10 Mar.; Hilene Flanzbaum (hflanzba@butler.edu).

Literary Translation and the University. Literary translation as theory and practice, with emphasis on its place in the undergraduate curriculum. 300-word abstracts with a short bibliography by 1 Mar.; Carol Mastrangelo Bové (cbove@westminster.edu).

Literature on the International Brigades in the Spanish Civil War. Papers on poetry, novels, essays, memoirs, and so forth that deal with the Brigades from any perspective, in any language. 1-page abstracts by e-mail by 15 Mar.; Grover C. Furr (furr@gmail.montclair.edu).

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Manifestes littéraires. How do manifestos help to define the literary field and prepare its evolutions? Close readings of 19th-century French manifestos particularly welcome. 500-word abstracts or papers in French or English by 5 Mar.; Anne Birien (birienax@jmu.edu).

Alda Merini and Mental Illness. Papers addressing any aspect of the Italian poet's emergence from the silence attending her extended institutionalization. 250-word proposals by 10 Mar.; Douglas Basford (dbasford@jhu.edu).

Messaging the Text: Dizzy at the Margins. Representation-communication (mimesis-rhetorical) axes, lately complemented by cognitive considerations, become mimetic representation/rhetorical presentation/referential communication axes. Is the interpretive domain on textual divide's other side wide open? Abstracts by 7 Mar.; Alex Shalom Kohav (alex.kohav@tui.edu).

David Mitchell. Analyses of Mitchell's fiction, theoretical and pedagogical approaches. Discussions of multiple perspectives, impact on contemporary British literature, place on Granta's Best Young British Novelist list, etc. 1-page abstracts and vitae by 17 Mar.; Jason Howard Mezey (jmezey@sju.edu).

Mobbing in Academia: Causes and Consequences. Institutional factors: hierarchical evaluation procedures, administrative complicity, catch-all reasons for termination/denial of tenure. Psychological aspects: gossip, innuendo, intimidation. Legal issues. Professional and personal ramifications. 500-word abstracts by 15 Mar.; Jeanine S. Alesch (jeanalesch@yahoo.com).

"Money Is a Form of Poetry": Finance and American Poetry. How American poetry invokes and critiques systems of finance or other monetary tools. 500-word abstracts and vitae by 15 Mar.; Melissa Fabros (mfabros@ocf.berkeley.edu).

Alan Moore, Comic Book Visionary. Proposals on any aspect of Moore's work, including *V* for Vendetta, *Watchmen*, *Promethea*, etc., and on how Moore has transformed the medium of graphic novels. 1–2-page abstracts by 16 Mar.; Peter Yoonsuk Paik (pypaik@uwm.edu).

Mourning and Activism: Memorial Narratives. Intersections of commemoration, storytelling, and activism. Consideration of genre/rhetorical approaches or analysis of specific public-memory project, monument, campaign, digital archive, fiction, memoir, or documentary. 250-word abstracts by 15 Mar.; Sarah Henstra (shenstra@ryerson.ca).

Robert Musil: Unfinishability and Failure as Modernist Success. Musil's *The Man without Qualities* and its structure of nonclosure and nonlinearity as strategies for addressing modernist perspectives on nondetermination and relativity. Papers or abstracts by 15 Mar.; Genese Grill (ggrill@burlington.edu).

Netherlandic Session: The Dazzling and Dark Dimensions of the Dutch Golden Age. Papers addressing the literature, (colonial) history, and art history of the Dutch golden age. 350-word abstracts by 15 Mar.; Inez Hollander

Lake (ihollander@berkeley.edu) and Jeroen Dewulf (jdewulf@berkeley.edu).

New Horizons in Afro-Hispanic Literature and Culture. Open to any topic in contemporary Afro-Hispanic literature and culture that explores recent connections between Africa and the Spanish-speaking world. 300-word electronic abstracts by 21 Mar.; Rudyard Joel Alcocer (ralcocer@gsu.edu).

New Latin American Film. The developing discipline of visual cultural studies allows for a continued exploration of new Latin American sociofilmic realities. In this light, innovative analytical proposals are welcome. 300-word abstracts by 15 Mar.; Eduardo Alfonso Caro (ecaro@asu.edu).

New Millennial Literary Representations of Black Feminisms. Exploring literary representations of black feminisms produced in the last 15 years, considering how these texts offer models, theory, and practice. 250-word abstracts by 1 Mar.; Soyica Diggs Colbert (soyica.diggs.colbert@dartmouth.edu).

1968, from San Francisco to São Paulo. Panel dedicated to exploring in transnational perspective the "idea of 1968" in pop culture, literature, film, music, and visual art in the Americas. 250–350-word abstracts by 7 Mar.; Christopher John Dunn (cjdunn@tulane.edu).

Organizing University Students for Progressive Political Protest. Abstracts should address the types of spaces organizers have created for progressive student activism, as well as describe the activities undertaken. 1–2-page abstracts by 1 Apr.; John Patrick Thompson (jpthompson@montana.edu).

Philippine Literature in Transnational Frames. Papers on Filipino literature in any language—Tagalog, English, Cebuano, Spanish, Ilocano, etc.—that explore transnational contexts and questions. Is Filipino literature always globalized? 250-word abstracts by 10 Mar.; Adam Lifshay (aml58@georgetown.edu).

Placing Korean American Literature in American Literary History. Exploring a broader configuration for Korean American literature within American literature, particularly in its transformation of the past. 1-page abstracts by 15 Mar.; Hea-Gyong Jo (ad7205@wayne.edu).

Poetry and Education in the French Republic of Letters. Panel to explore poetry as an educative tool, whether composition or character, in the rhetorical tradition from La Fontaine to Ponge. 1-page abstracts by 1 Mar.; Michael Taormina (mtaormin@hunter.cuny.edu).

Poetry on the Borders of German and Hebrew. German-Hebrew bilingualism, translation, and intertextuality. Poetic practices and implications for German Jewish and Hebrew literature, and contemporary discussions on the discipline of comparative literature. Abstracts by 1 Mar.; Na'ama Rokem (naama.rokem@yale.edu).

The Politics of Humor: Female Satirists in 20th-Century England and America. Examine satire as a form of social protest by such women of wit as Dorothy Parker and Dawn Powell. 1–2-page abstracts by 15 Mar.; Sabrina Fuchs-Abrams (sabrina.fuchs-abrams@esc.edu).

Postmodern and Postsecular Fictions and Christianity. Papers addressing the interactions between writers from the last 40 years and Christian belief/spirituality. Papers might address theory, trends, or canon implications. 250-word abstracts by 1 Mar.; Christopher Wielgos (wielgoch@lewisu.edu).

Postmodernist Haiku by American Writers. Assessment of Lee Gurga, William Higginson, Etheridge Knight, Sonia Sanchez, James Emanuel, Lenard Moore. Will discuss postmodernist techniques and aesthetics relative to Japanese tradition. 1-page abstracts or drafts by 15 Mar.; Toru Kiuchi (tkiuchi@sta.att.ne.jp).

Postnationalism in Latin American Literature. Papers that examine intersections between aesthetics and the postnational in recent Latin American literature. Works addressing testimony, trauma, monumentalization, and the archive are especially welcome. 250-word abstracts by 14 Mar.; Stephenie Young (young1s@cmich.edu).

Postsecular Europe? Religion and Faith in Contemporary Literature. Investigating the representation of religion and faith in European literature since 1989, on the background of rising spirituality among native and immigrant populations. Abstracts by 1 Mar.; May Mergenthaler (mergenthaler.4@osu.edu).

Printing Shakespeare: From the Folio to Nicholas Rowe. Papers addressing 17th-century textual representations of Shakespeare, with particular attention to the intersection of book history and literary criticism. 250-word abstracts by 15 Mar.; Adam G. Hooks (agh2108@columbia.edu) and Fran Connor (fxc7z@cms.mail.virginia.edu).

Professional Blind Spots. Because of an understandable focus on race and gender, other forms of subjection are underexplored, such as those concerning poverty, the military and society, and meritocracy. 250-word abstracts, 1-page vitae by 1 Mar.; Keith Leland Gandal (kgandal@niu.edu).

Proust 2008. Papers on any aspect of Proust studies. 1–2-page abstracts by 1 Mar.; Hollie Markland Harder (harder@brandeis.edu).

A Queer Eye for the Theater. Papers that treat LGBTQ issues in theater studies from a performance, literary, or theoretical perspective. 1-page abstracts or full-length papers by 7 Mar.; Scott Taylor (sdt5008@hotmail.com).

Queer Theories of New Media. Transgender avatars, dyke blogs, manhunt.net, down-low downloads, same-sex marriage in MMORPGs, virtual vice, spyware panic, flaming, feeling digital, making flash mobs, coming together online, liberating cyberspace. Abstracts by 14 Mar.; Matt Bell (Matt.Bell@bridgew.edu).

Rape and Conquest. Papers should explore the use of rape as a trope in cultural production that charts the effects of cross-cultural contact in colonial or postcolonial societies. 250-word abstracts by 1 Mar.; Pamela Lothspeich (ploth@email.unc.edu).

Reconsidering the Restoration. Particular interest in interdisciplinary approaches—historical, aesthetic, and others—that can help re-contextualize and reconceptualize the reign of



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Charles II and its literature. 250-word abstracts by 10 Mar.; Todd Butler (butlert@wsu.edu).

Representations of Gender and War in Spain. Papers that focus on the topics of gender and war in Spain as represented in literature, film, or visual arts. 250-word abstracts by 15 Mar.; Debra J. Ochoa (debra.ochoa@trinity.edu).

Representations of Masculinity in the Late-19th-Century Spanish Novel. Papers that explore representations of masculinity/masculinities in the Spanish mid- to late-19th-century novel. 1-page abstracts by 1 Mar.; Eva Maria Copeland (copelane@dickinson.edu).

Representations of the Body in Modern American Fiction. Exploring the body as a site for negotiating theoretical, narrative, and cultural tensions in American fiction between the world wars. 500-word abstracts by 5 Mar.; Laura Tanner (laura.tanner@bc.edu).

Reproduction Technologies and Contemporary Culture. Intersections between contemporary culture (e.g., texts by Mulisch or Houellebecq or films such as *Matrix* or *Existenz*) and current reproduction technologies. 1-page abstracts by 1 Mar.; Christine Kanz (christinekanz1@mac.com).

Rethinking Cold War Eastern European Dissidence. Papers addressing Eastern European dissident cultural politics, literature, theater, and cinema, with special attention to issues of nation, transnationalism, and gender. 250-word abstracts by 6 Mar.; Narcisz Fejes

(narcisz.fejes@case.edu) and Andrea P. Balogh (andrea.pbalogh@gmail.com).

The Rhetoric of Interruption. Investigates the use of interruption in narrative as a means to interrogate ideological and political institutions. Submissions may consider interruption in literary or nonliterary contexts. 250–300-word abstracts by 1 Mar.; Jennifer Rich (jennifer.a.rich@hofstra.edu).

Rhys, Pathology, Colonialism, Modernism. Pathology in works of Jean Rhys in relation to colonialism, modernism, or both: trauma, aphasia, masochism, etc.; papers on the early novels and short stories encouraged. 1-page abstracts by 10 Mar.; Carol A. Dell'Amico (cdellamico@csu.edu).

Rights to Inspection: Derridian Views of the Novel. Viewing the novel as social commentary, viewing social commentary as being novel; presentation and perception perspectives. Titles, extended abstracts, and equipment requests by 27 Feb.; Gregorio Morales (silver4image@hotmail.com).

Romantic Destruction: Violence in Literature around 1800. Contributions on all aspects of violence in Romanticism, e.g., perceived or real crisis in culture, interdisciplinary and gender aspects. 250–300-word proposals by 1 Mar.; Martina G. Luke (martina.luke@uconn.edu).

Romantic Geopolitics. Napoleon and Clausewitz invented the theory and practice of geo-

politics, respectively. Which Romantic didn't want to incarnate Bonaparte or his enemies? How do transformations in battle strategies and tactics inform culture? Abstracts by 14 Mar.; Joshua D. Gonsalves (jdg2005@rice.edu).

Sacrality, Embodiment, Enlightenment. Strategies of erotic embodiment (literary, cultural, artistic, philosophical, scientific) relying on intersections between the forms of sacred and Enlightenment values in 18th-century France. Half-page abstracts by 15 Mar.; Mladen Kozul (mladen.kozul@mso.umt.edu).

Marjane Satrapi across Cultures. Examinations of Satrapi, focusing on interplays of intimate or public politics, text/graphics, East/West, etc. Considerations of pedagogy, Iranian cultures, global-local audiences, immigration, intersections—gender, class, age—encouraged. 2-page, double-spaced abstracts by 1 Mar.; Collette M. Morrow (colettemorrow@aol.com).

Scotland, Ireland, Environment. Ecocriticism, urban ecology, representations of "nature," and the environmental politics of small nations in Scottish and Irish studies. Abstracts by 15 Mar.; Matthew Wickman (matthew_wickman@byu.edu).

The Secret of Chocolate: Exotic and Erotic Elixir. Exploring contemporary women writers' use of chocolate as an exotic, erotic, or even magical substance in fiction, nonfiction, drama, film, and poetry. 250-word abstracts by 15 Mar.; Judy Hayden (jhayden@ut.edu).

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Sexualities after Orientalism. How have the emergent realities of globalization and empire transformed the possibilities—the uses and limitations—of postcolonialist analyses for sexuality studies? Any geographical context welcome. Abstracts and vitae by 10 Mar.; Amal Amireh (aamireh@gmu.edu).

Sexuality and Place in Film. Papers addressing connections between gender, sexuality, embodiment, and location in cinematic production, distribution, exhibition, and reception. 1-page abstracts by 10 Mar.; Brian Bergen-Aurand (brian@ntu.edu.sg).

Sex with James Spader: Impotence, Deviance, and Images of Male Sexuality in American Film. How does Spader, both cinematically beautiful and abject, represent male sexuality in American cinema? 250-word abstracts by 10 Mar.; Sharon Becker (sharon.becker@cgu.edu).

Shaw and His Contemporaries. Bernard Shaw (1856–1950) and his authorial or personal relations with his contemporaries. Interest in modernism welcome. Papers interested in figures outside literary and dramatic contexts also welcome. 250-word abstracts by 15 Mar.; Charles J. Del Dotto (cjd@duke.edu).

Sincerity and Authenticity. Papers that revive and redefine sincerity and authenticity as critical approaches to the contemporary American lyric poem. 300-word abstracts and vitae by 1 Mar.; Bryan Walpert (b.walpert@massey.ac.nz).

Sixteenth-Century Spanish Dialogues. Papers that discuss the premodern genre of the dialogue set in Spain or in the New World. Papers may explore dialogues from literary, political, or historical perspectives. Detailed abstracts by 1 Mar.; Monique Dascha Inciarte (dascha@berkeley.edu).

Slavery, Race, and Historically White Colleges and Universities. Following Brown University's self-study, how do historically white colleges and universities make pedagogical reparation 200 years after the international slave trade? 250–400-word abstracts and 2-page vitae by 1 Mar.; Simon K. Lewis (lewiss@cofc.edu).

Gertrude Stein's Late Work. Papers on any aspect of Stein's work (all genres) from the '30s and '40s. Focus on history, politics, or war especially encouraged. Abstracts, vitae by 7 Mar.; Kristin Bergen (kristin.bergen@gmail.com).

Subversive Francophone Narrators. Reading contemporary Francophone novels is often hindered by the narrator. This session explores works whose subversive enunciation moves the focus away from the story and toward storytelling. Proposals by 1 Mar.; Benoît Trudel (btrudel@uwo.ca).

Subverting the Bourgeois. How have German authors and artists played with and questioned bourgeois ideas and values since the 19th century? Papers should combine works of literature and art. 1-page abstracts by 8 Mar.; Esther Kirsten Bauer (ebauer@uwsp.edu) and Richard Ruppel (ruppel@uwsp.edu).

Teaching Graphic Novels/Memoirs in Literature Classes. Papers may discuss pedagogy, methodology, course plan, use of technology, genre, and students' responses. 1-page abstracts and 2-page vitae by 1 Mar.; Lan Dong (baerchendong@yahoo.com).

Teaching Naguib Mahfouz. Approaches to teaching Mahfouz in any language or medium. 300-word abstracts and brief vitae by 15 Mar.; Wail S. Hassan (whassan@uiuc.edu).

Textual Transcription. As an aesthetic-methodological practice, transcription appears in many disciplines. Papers that discuss particular uses of transcription. Possible topics: transcribed literary texts, philosophical lectures, anthropological fieldwork, etc. E-mail 250-word abstracts. by 15 Mar.; Jon Cotner (j.cotner@rocketmail.com) and Andy Fitch (professorfitch@yahoo.com).

Torture and Interrogation: Historical Perspectives. Before 24: The representation or cultural status of torture and interrogation in any period—Dante to Shakespeare, Baccaria to Tarantino. 350–500-word abstracts by 10 Mar.; Robert W. Epstein (repstein@mail.fairfield.edu).

Transfeminism and the Dialectics of Sexuality: Beyond "Gender Trouble" and (Im)Materiality. Papers on materialist analytics, class, feminism, and the continuing use of (trans)gender and (poly)sexuality as instruments of exploitation in capitalism. Abstracts by 12 Mar.; Jennifer M. Cotter (jcotter@ucla.edu).

Uncertainty as the Class Logic of Reading. Papers analyzing the growing tendency to celebrate uncertainty in literary and cultural interpretations, engaging the material roots of certainty about uncertainty. 1–2-page abstracts by 7 Mar.; Robert Faivre (faivrer@sunyacc.edu).

Undoing Heterosexuality: Rethinking Marriage in the *Canterbury Tales*. Papers addressing the relation between marriage and sexuality and sociality in the *Canterbury Tales*. Abstracts by 1 Mar.; Glenn D. Burger (gburger@gc.cuny.edu).

Urban Space and 20th-Century British Poetry. How does 20th-century British poetry participate in the production of urban space? Discussions of poetry readings, publication, or techniques such as collage or parataxis encouraged. Half-page abstracts by 1 Mar.; Todd Thorpe (thorpe.11@nd.edu).

Using Black Literature to Enhance Student Writing. As teachers of both literature and writing, how can we use African American literature to enhance student writing proficiency and academic identity construction? 250-word abstracts by 15 Mar.; T. J. Geiger (geiger.tj@gmail.com).

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

Watching the (Scottish) Detectives. Sherlock Holmes's literary origins are Scottish. Development of detective fiction through Scotland's narratives of criminality and control: Doyle, Buchan, Rankin, Fleming, Irvine Welsh, Lou-

ise Welsh, others. 1-page proposals, vitae by 1 Mar.; Caroline McCracken-Flesher (cmf@uwo.edu).

Water from Virginia Woolf. The session will include meanings involving the suicide of Virginia Woolf in relation to water. 500-word abstracts by 15 Mar.; Catherine Berg (bergblane@aol.com).

What Is an Explorer? How have different dimensions of authorship (authorization, individualization, circulation, institutional domains) intersected with and informed those of exploration and voyaging in the 18th and 19th centuries? Abstracts by 10 Mar.; Adriana Craciun (a.craciun@bbk.ac.uk).

What Is Christian Scholarship Anyway? Religious, spiritual, and biblical referents currently abound. Yet what constitutes Christian scholarship? Papers might address historical and contemporary understandings, pedagogical perspectives, and noncanonical approaches. 250-word abstracts by 15 Mar.; Caryl McFarlane (carylmcfarlane@yahoo.com).

What's Post- the Postmodern? Papers addressing any aspect of the question "What's post- the postmodern?" Particular interest: analysis of works, performance, phenomena, and theory suggesting pathways post-. E-mail 500-word abstracts (no attachments) by 1 Mar.; Shelley Salamensky (ss@tft.ucla.edu).

Where Nation and Empire Converge: The Panama Canal as Text. Comparative panel highlighting how writings about the canal by United States, Latin American, French, and Caribbean authors explore nation and empire building. Abstracts by 5 Mar.; Frances Betty Jaeger (fjaeger@niu.edu).

Why Caged Birds Mask Melancholy in Jingles in Broken Tongues: Unmasking the Protest Literature of Paul L. Dunbar. Critical explorations of Paul Laurence Dunbar's racial protest literature. 350–500-word abstracts by 1 Mar.; Pearlie Peters (petersp@rider.edu).

Wilde and the Jew. Papers addressing any relation of Wilde to the Jew. Particular interest: associations of Wilde with notions of the Jew. Also: Yiddish, Hebrew translations/productions. E-mail 500-word abstracts (no attachments) by 1 Mar.; S. I. Salamensky (ss@tft.ucla.edu).

Women as Nomadic Intellectuals in Contemporary Ethnic American Fiction. Intellectual nomadism as a discourse of shifting geographical and conceptual boundaries in the global age when gender and ethnicity overlap. 200-word abstracts by 10 Mar.; Ruxandra Radulescu (ruxandra_radulescu04@yahoo.com).

Women's Mythmaking and Myth Breaking: Rewriting of the Father Texts. Revisioning existing texts, the female author assumes the role of a mythmaker or myth breaker. Papers might analyze women's writing that deconstructs existing texts and myths. 250-word abstracts by 15 Mar.; Purnur Ucar-Ozbirinci (purnur@gmail.com).

Women Write the French Resistance. French women confronting the Nazi occupation: e.g., Lucie Aubrac, Claire Chevillon, Virginia D'Albert-Lake, Charlotte Delbo, Ursule Molinaro, Irene Nemirovsky, and oral histories by

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Sandy Shinner, speaker at the session "Playwriting in Chicago, 1950–2006."

Margaret Collins Weitz. 1-page abstracts by 10 Mar.; T. Mera Moore Lafferty (tmlaffer@sas.upenn.edu).

Word Periodicity and Phrasal Discourse of Dickens. Tracking the effects of class, economy, and success on the English writer; change documented through word use frequency and sentence structures. 300-word abstracts by 21 Feb.; Gregorio Morales (silver4image@hotmail.com).

Writing as Material Culture. Papers that address the status of writing in material culture studies. Does material culture implicitly exclude the written word? What would a material history of writing look like? Abstracts by 1 Mar.; Zak Sitter (sitterz@xavier.edu).

Writing Pedagogies Abroad. Papers should explore the pedagogies, practicalities, or methods for teaching writing in an international context. 1–2-page abstracts and short vitae by 1 Mar.; Ann E. Green (agreen@sju.edu).

Writing the Strike. The San Francisco general strike of 1934 galvanized the labor movement and inspired the movement's "cultural front." This session will examine the literature influenced by the general strike. Abstracts by 10 Mar.; Richard W. Hancuff (cuff@gwu.edu).

Allied and Affiliate Organizations

AMERICAN ASSOCIATION FOR ITALIAN STUDIES

Intermedia Encounters: Beyond the Logic of Adaptation. Papers that push boundaries of adaptation criticism, especially the way contemporary intermedia encounters contribute to the emergence of a new sense of time and space. Proposals by 1 Mar.; Eugenio Bolongaro (eugenio.bolongaro@mcgill.ca).

Rethinking Multiculturalism in 20th- and 21st-Century Italian Literature, Philosophy, and Film. Travel writing, works focusing on migration (to, from, and within Italy), and co-

lonial and postcolonial encounters. Proposals by 1 Mar.; Dana Renga (Renga.1@osu.edu).

AMERICAN ASSOCIATION OF AUSTRALIAN LITERARY STUDIES

Contemporary Australian Fiction. Papers exploring from any appropriate critical perspective noteworthy works of contemporary fiction. 500-word abstracts by 1 Mar.; Theodore F. Sheckels (tsheckel@rmc.edu).

Revisiting Australian "Classics." Papers exploring the "classics" of Australian literature from new critical perspectives, including papers that discuss what works may or may not be "classics." 500-word abstracts by 1 Mar.; Theodore F. Sheckels (tsheckel@rmc.edu).

AMERICAN ASSOCIATION OF PROFESSORS OF YIDDISH

American Jewish Literature: Its Founders. Malamud, Bellow, Roth, Ozick, Paley, among others: their contemporaries and their followers. Proposals by 15 Mar.; Evelyn Avery (eavery@towson.edu).

Yiddish Literature: Its Founders. Mendele, Perets, Sholem Aleykhem: their contemporaries and their followers. Proposals by 15 Mar.; Alan Astro (aastro@trinity.edu).

AMERICAN ASSOCIATION OF TEACHERS OF SLAVIC AND EAST EUROPEAN LANGUAGES

Literature and Educators: Rousseau, Tolstoy, and Others. Papers investigating relations between literature and education as presented in works and activities of J.-J. Rousseau, L. Tolstoy, and other writers and educators. by 15 Mar.; Ilya Vinitzky (ivinitz@sas.upenn.edu).

AMERICAN COMPARATIVE LITERATURE ASSOCIATION

Comparative Literature and Law in an Age of Globalism. Papers investigating theoretical connections between comparative literature and transnational legal thinking in today's world. 250-word abstracts by 1 Mar.; Sandra L. Bermann (sandralb@princeton.edu).

Comparative Literature and Media Studies: Convergence or Opposition? As comparative literature looks beyond the book, media studies turn to "remediation," supported by a common digital base. What dialogue now becomes possible? 100-word proposals by 1 Mar.; Haun Saussy (haun.saussy@yale.edu).

AMERICAN HUMOR STUDIES ASSOCIATION "Fun" de Siècle: 21st-Century Humor. Today's humor is markedly different from that of centuries past. Examinations of 21st-century humor in any genre. 100–250-word proposals by 14 Mar.; Roxanne Schwab (schwabry@slu.edu).

Gender Bent: Humor and the Sexes. Is humor gender-neutral, or does comedy come with inherent male or female biases? Explorations of gender and humor. 100–250-word proposals by 14 Mar.; Roxanne Schwab (schwabry@slu.edu).

AMERICAN NAME SOCIETY

Two Open Sessions. Fields may include literature, literary theory, philosophy, linguistics, geography, sociology, history. Panels may be organized on single authors or subjects. 150-word abstracts by 7 Mar.; Kemp Williams (kempw@us.ibm.com).

AMERICAN PORTUGUESE STUDIES ASSOCIATION

The Changing Faces of Performance. Defining how the past few years have shaped performance in Portuguese-speaking circles, its production, reception, and theories. 150-word abstracts and vitae by 15 Mar.; Kathryn M. Sanchez (ksanchez2@wisc.edu).

Translating Theory. Papers exploring processes of translation and transculturation of theoretical concepts, frameworks, and approaches in the context of Portuguese-speaking cultures. 150-word abstracts and vitae by 15 Mar.; Anna Klobucka (aklobucka@umassd.edu).

ASSOCIATION DES AMIS D'ANDRÉ GIDE

Gide lecteur, lecteurs de Gide. Papers in French or English exploring Gide as reader, Gide's readers, or both. 1-page abstracts by 10 Mar.; Jocelyn Christine Van Tuyt (vantuyt@ncf.edu).

ASSOCIATION FOR BUSINESS COMMUNICATION

Writing Business: The Business of Writing. Papers on business writing may discuss or push boundaries of pedagogy, methodology, research, technology, and genre. 500-word abstracts by 15 Mar.; Katherine V. Wills (kwills@iupui.edu).

ASSOCIATION FOR THE STUDY OF AMERICAN INDIAN LITERATURES

Digital NDNs: Pedagogies for American Indian Writing/Literature in the 21st Century. Papers should focus on teaching American Indian writing/literature using digital spaces or e-genres: new media, blogs and wikis, Web sites, etc. Abstracts by 15 Mar.; Malea D. Powell (powell37@msu.edu).

Indigenous Aesthetics. Papers that explore the distinctive poetics and aesthetics of Native American writing (e.g., tribal rhetorics, indigenizations of colonial literary forms, genres, *(continued on next page)*

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and languages). 250-word abstracts by 15 Mar.; Susan Berry Brill de Ramirez (brill@bradley.edu) and Sean Teuton (steuton@wisc.edu).

ASSOCIATION FOR THE STUDY OF LITERATURE AND THE ENVIRONMENT
"Forgive Us Earth, For We Have Sinned"?
Environmentalism and Religion. Proposals invited that address any aspect of the topic, including spiritual environmentalism, nature writing, hypocrisy, religion and the environmentalist movement, etc. 500-word abstracts by 1 Mar.; Sarah E. McFarland (mcfarlands@nsula.edu).

Theorizing Ecocriticism. What framework might help counter accusations that ecocriticism lacks theoretical sophistication? Proposals are invited that theorize methods of ecocritical practice from a variety of perspectives for maximum interdisciplinarity. 500-word abstracts by 1 Mar.; Sarah E. McFarland (mcfarlands@nsula.edu).

ASSOCIATION OF DEPARTMENTS AND PROGRAMS OF COMPARATIVE LITERATURE
Comparative Literature and Translation Studies. Pedagogical innovations or new institutional arrangements that link programs and departments of comparative literature with translation studies. Also, how and where are translations published? 250-word proposals by 1 Mar.; Sandra L. Bermann (sandra@princeton.edu).

MARGARET ATWOOD SOCIETY
The Door and Other Atwoodian Spaces. Papers exploring various spaces in Atwood's works, indoor or outdoor, imagined or real. Examinations of *The Door* especially welcome. 250-word abstracts to both chairs by 15 Mar.; Deborah Rosenthal (debbyrosenthal@comcast.net) and Tomoko Kuribayashi (tkuribay@uwsp.edu).

Modern Myths and Popular Culture in Atwood's Works. Papers on modern myths and popular culture in Margaret Atwood's works. 250-word abstracts to both chairs by 15 Mar.; Karma Waltonen (kjwaltonen@ucdavis.edu) and Denise Du Vernay (marzipanjoy@yahoo.com).

SIMONE DE BEAUVOIR SOCIETY
Session of the Simone de Beauvoir Society. Submissions on any aspect of the life and works of Simone de Beauvoir. 500-word abstracts by 10 Mar.; Yolanda Astarita Patterson (guyyopat@aol.com).

SAMUEL BECKETT SOCIETY
Local and Global Beckett: Two Sessions. Session 1: Relation and tensions between Beckett's use of local and global elements: terrain, ideology, cultural practices. Session 2: Beckett's influence on and legacy to specific novelists. Abstracts by 1 Mar.; Linda Ben-Zvi (lindabz@post.tau.ac.il).

BYRON SOCIETY OF AMERICA
Byron and/as/in Popular Culture. Byron's fascination with popular culture; his representation of it; Byron as a populist; Byronic artifacts and commodities; Byron's appropri-

ation in popular culture in his lifetime and beyond. 300-word abstracts by 15 Mar.; Tom Mole (tom.mole@mcgill.ca).

CHILDREN'S LITERATURE ASSOCIATION
Children's Literature and the Legal System. Intersection of children's books or media and legal systems: authors' portrayals of law, legal cases involving children's books, children's works intended to influence legal systems. 500-word abstracts by 15 Mar.; Ramona Caponegro (caponegro@english.ufl.edu).

Representations of Disability. Critical and theoretical approaches that examine disability as it is represented in children's and young-adult literature. 1-2-page abstracts by 1 Mar.; Keith Dorwick (kdorwick@yahoo.com) and Jennifer Miscek (jennnifer.miscek@cnu.edu).

JOHN CLARE SOCIETY OF NORTH AMERICA
John Clare and His Circle. Papers on Clare's various contacts and acquaintances: friends, publishers, patrons, correspondents, neighbors, and other poets. Abstracts by 1 Mar.; Scott J. McEathron (mceath@aol.com).

PAUL CLAUDEL SOCIETY
Claudel et la rencontre des cultures. Claudel's international and multicultural works and career. Other topics are also welcome. 15-20-min. papers by 15 Mar.; Nina S. Hellerstein (hellerst@uga.edu).

COMMUNITY COLLEGE HUMANITIES ASSOCIATION
Teaching and Scholarship in the Community College. Papers on the balance of teaching and scholarship in community college settings, either reflective essays or reports of case studies. Abstracts by 15 Mar.; George Louis Scheper (shepbklyn@aol.com).

JOSEPH CONRAD SOCIETY OF AMERICA
Conrad and Modernism Revisited. New perspectives on Conrad. Possible topics: globalization and the proliferation of empire, recent psychoanalytic or scientific perspectives, new concepts of modernism, etc. Abstracts by 12 Mar.; Andrea White (awhite305@sbcglobal.net).

Conrad's Haunted Imagination. Conrad's works are haunted by ghosts, ghouls, vampires, etc. What are their narrative and ideological functions, especially vis-à-vis empire, modernity, or gender? Abstracts by 12 Mar.; Richard Ruppel (rruppel@chapman.edu).

DICKENS SOCIETY
Dickens and Science. Significance of science in the novels; essays on science in *Household Words* and *All the Year Round*; Dickens and Darwinism; Dickens and technology; Dickens and medicine/sanitation/health. Abstracts and brief vitae by 1 Mar.; Sally Ledger (s.ledger@bbk.ac.uk).

Victorian Vulgarity. Victorian vulgarity in contexts such as class and race relations; decorum; taste; language use; the body, dirt, sexuality, and disgust; assessments of verbal, visual, and performance art. Abstracts and brief vitae by 1 Mar.; Elsie B. Michie (enmich@lsu.edu).

FEMINISTAS UNIDAS
Theories of Viewing Women, Women Viewing: Representation and Subjectivities. Analyses of visual texts, including art, cartoons, comics, Web sites, tabloids, YouTube, commercials, video clips, photography, etc. Papers in English, Spanish, or Portuguese. Abstracts by 15 Mar.; Maryellen Bieder (bieder@indiana.edu).

Viewing Women, Women Viewing: Representations and Subjectivities in Practice. Methodological practices in teaching women's visual culture: art, cartoons, comics, Web sites, tabloids, YouTube, commercials, photography, etc. Papers in English, Spanish, or Portuguese. Abstracts by 15 Mar.; Stacey Schlau (sschlau@wcupa.edu).

MARGARET FULLER SOCIETY
Margaret Fuller and Class. American or European class stratifications, conflict, or violence; Fuller's audiences; popular or elite genres; reform writings or institutions; personal contacts; writings on education, teaching; reviewing working-class writers. 1-2-page abstracts, vitae by 15 Mar.; Brigitte Bailey (Brigitte.Bailey@unh.edu).

Margaret Fuller and Women's Work. Analyzing labor/employment in America or Europe, including writing, emotional or spiritual labor, housework, work outside the home; interpreting gender, race, ethnicity, age, geography. 1-2-page abstracts and vitae by 15 Mar.; Jeffrey Allen Steele (jsteele@wisc.edu).

GEMELA: GRUPO DE ESTUDIOS SOBRE LA MUJER EN ESPAÑA Y LAS AMERICAS (PRE-1800)
Colonial and Early Modern Women in Translation: Spain and Latin America (pre-1800). A roundtable addressing availability of Hispanic women writers in translation and the incorporation of their texts into research and teaching. Abstracts by 1 Mar.; Sarah Owens (owenss@cofc.edu).

La mujer y la palabra: Women's Writing and Education in Spain and the Americas (pre-1800). Papers that represent or incorporate recent notable scholarship in the field. Abstracts by 1 Mar.; Sarah Owens (owenss@cofc.edu).

GL/Q CAUCUS FOR THE MODERN LANGUAGES
Privacy, Gay Rights, Gay Lives. Papers on any aspect of the topic, including "private" faculty lives, public articulation of gay identities, outing and "privacy" of literary figures, privacy as a legal concept. 1-page abstracts by 15 Mar.; Sally E. O'Driscoll (sodriscoll@mail.fairfield.edu).

NATHANIEL HAWTHORNE SOCIETY
Hawthorne and Emerson. All interpretations of this topic. 1-2 page-abstracts for 20-min. papers by 1 Mar.; Sam Coale (samcoale@cox.net).

Hawthorne as Storyteller. All interpretations of this topic. 1-2-page-abstracts for 20-min. papers by 1 Mar.; Sam Coale (samcoale@cox.net).

LANGSTON HUGHES SOCIETY
Langston Hughes, American Intellectuals, and the Loss of Civil Liberties in the McCarthy Era. Connecting Hughes's writing with that of other intellectuals who fell into

the 1950s McCarthy dragnet. 1-page abstracts and biographies by 7 Mar.; Dellita Martin-Ogunsola (dellita@uab.edu).

INTERNATIONAL ASSOCIATION OF GALDÓS SCHOLARS

Benito Pérez Galdós and Emilia Pardo Bazán: Personal Relations and Literary Dialogue. Interconnections between the lives and works of the two authors. Abstracts by 15 Mar.; Linda M. Willem (lwillem@butler.edu).

Galdós and Religion. Religion in Galdós's works and as a cultural-historical context of his times. Abstracts by 15 Mar.; Alan Smith (aesmith@bu.edu).

INTERNATIONAL BOETHIUS SOCIETY

New Directions in Boethian Studies. Papers featuring new approaches to the works of Boethius, Boethius studies, and Boethius's reception. An interdisciplinary approach is especially welcome. 1–1.5-page abstracts for 20-min. papers by 1 Mar.; Philip Phillips (pphillip@mtsu.edu).

INTERNATIONAL BRECHT SOCIETY

Brecht and Kafka. These two modernists par excellence became entangled in systemic crosshairs of Cold War suspicion and invective. Papers welcome on intersections via Benjamin, avant-gardism, parable form, myth. Abstracts by 23 Mar.; Marc David Silberman (paul.peters@mccgill.ca).

Brecht and/on Censorship. Brecht's comments on and experiences with censorship and self-censorship mark his entire oeuvre. Papers welcome on how we evaluate today his concerns with censorship in the public sphere. Abstracts by 23 Mar.; Peggy Setje-Eilers (peggy.setje-eilers@vanderbilt.edu).

INTERNATIONAL SPENSER SOCIETY

Edmund Spenser: Open Session. Papers welcome on any aspect of Edmund Spenser's prose and poetry. 1-page abstracts by 1 Mar.; Katherine Eggert (Katherine.Eggert@colorado.edu).

Spenser's Environs: A Roundtable Discussion. Environments organic, constructed, affective, auditory, fantastic. Spaces, places, landscapes, ecologies, architectures, geographies, heterotopias. How do poems reveal, revise, or create their environs? Nominations/suggestions for speakers by 1 Mar.; Joseph Campana (jac4@rice.edu).

INTERNATIONAL VIRGINIA WOOLF SOCIETY

Orlando's "House Was No Longer Hers Entirely": Property in Woolf. New theoretical or sociohistorical approaches to representations of real, personal, and intellectual property in Woolf's fiction, nonfiction, and biographical materials. 500-word abstracts by 15 Mar.; Jamie L. McDaniel (jlm25@case.edu).

Troping the Light Fantastic: Woolf, Desire, and Pleasure. Desire, pleasure, and intimacy used to treat topics rarely associated with sex and sexuality: creativity, inspiration, ways of knowing, politics, spirituality. 500-word abstracts by 15 Mar.; Brenda Helt (helt0010@umn.edu).

INTERNATIONAL VLADIMIR NABOKOV SOCIETY

Nabokov and the Paradoxes of Repetition. Meditations on "[a]rtistic originality has only its own self to copy" vs. "fantastic recurrence of certain situations." Detailed abstracts for 15-min. papers by 15 Mar.; Zoran Kuzmanovich (zokuzmanovich@davidson.edu).

Open Session. Papers on any aspect of Nabokov's work. Detailed abstracts for 15-min. papers by 15 Mar.; Julian Connolly (jwc4w@virginia.edu).

KAFKA SOCIETY OF AMERICA

Kafka, Brecht, and Labor. Kafka's *Amtliche Schriften* and his role as a leading practitioner of labor insurance; Kafka's influence on Brecht's works and theories about labor. 500-word abstracts by 18 Mar.; Marie Luise



Robert Barsky, speaker at the session "A Conversation with Robert Barsky, Alex Beam, David B. Marshall, Carlos Monsiváis, and Bruce W. Robbins."

Caputo-Mayr (mlcaputomayr@hotmail.com) and Judith Ryan (jryan@fas.harvard.edu).

D. H. LAWRENCE SOCIETY OF NORTH AMERICA

D. H. Lawrence and Violence. Topics may include physical, emotional, verbal, spiritual, political, or other violence and the interplay among them. 500-word abstracts or 8-page papers by 15 Mar.; Elizabeth M. Fox (emfox@mit.edu).

Masculinities in Lawrence. Models of masculinity implicit or explicit in Lawrence's work. Considerations of tensions and evolution in the models are encouraged. 500-words abstract or 8-page paper by 15 Mar.; Elizabeth M. Fox (emfox@mit.edu).

DORIS LESSING SOCIETY

Doris Lessing and Human Rights. Comparative and theoretical approaches are welcome as well as proposals focusing only on Less-

ing's work. Abstracts by 15 Mar.; Alice Ridout (a.ridout@leedsmet.ac.uk) and Robin E. Visel (robin.visel@furman.edu).

Doris Lessing: Critical and Media Reception. "Oh Christ!": Reception of Doris Lessing, Nobel laureate. Critical and media reception of Lessing's work in the wake of 2007 Nobel Prize and previously. 500-word abstracts by 1 Mar.; Judith Kegan Gardiner (gardiner@uic.edu).

G. E. LESSING SOCIETY

Lessing's Orient. Possible foci might include Lessing's near east, middle east, far east, or any other east or orient in Lessing's works. Abstracts by 1 Mar.; Anthony L. Krupp (krupp@miami.edu) and Steve Martinson (martinso@u.arizona.edu).

Open Topic. Abstracts by 1 Mar.; Anthony L. Krupp (krupp@miami.edu) and Steve Martinson (martinso@u.arizona.edu).

LYRICA SOCIETY FOR WORD-MUSIC RELATIONS

Adaptations. Papers should focus on musico-literary genres, considering how specific adaptation processes or products express larger contexts of reception, cultural development, and sociohistorical predicaments. Proposals or abstracts by 15 Mar.; Nassim Balestrini (balestri@uni-mainz.de).

Willa Cather and Music. Papers may address any aspect of Cather's relation to music and musicians or the representation of music in her work. Proposals or abstracts by 15 Mar.; Leslie Dunn (dunn@vassar.edu).

MARLOWE SOCIETY OF AMERICA

Two Sessions. Papers on any aspect of Marlowe studies or of other Renaissance dramatists (excluding Shakespeare) of the 1580s and 1590s. Detailed abstracts or 15-min. papers by 1 Mar.; Roslyn Knutson (rlknutson@ualr.edu).

MEDIEVAL AND RENAISSANCE DRAMA SOCIETY

Performing Conquest, Colonization, and Resistance in Medieval Europe. Papers that engage postcolonial theories in investigating medieval performance subjects in order to elaborate on performative power relations in premodern societies. Interdisciplinarity encouraged. 250-word abstracts by 15 Mar.; Christopher Swift (cswift@gc.cuny.edu).

Renaissance Medievalisms in Performance. Renaissance performance often constructed or reimagined the Middle Ages. Where can we find evidence of such medievalism in play texts or other aspects of the theatrical enterprise? 1-page abstracts by 15 Mar.; Carolyn Coulson-Grigsby (coulsongrigsby@centenarycollege.edu).

MILTON SOCIETY OF AMERICA

John Milton at 400: A General Session (I). 1-page abstracts or 8-page papers by 15 Mar.; Kristin Pruitt (cwdurham@msn.com).

John Milton at 400: A General Session (II). 1-page abstracts or 8-page papers by 15 Mar.; Margaret Arnold (mjarnold@ku.edu).

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NORTH AMERICAN SOCIETY FOR THE STUDY OF ROMANTICISM

The Romantic Psyche: Discipline and Organization. Papers on (con)texts—literary, philosophical, scientific, cultural—dealing with the discipline and organization of knowledge about the Romantic psyche and Romantic psychology. 500-word abstracts by 15 Mar.; Joel Faflak (jfaflak@uwo.ca).

Romanticism and Comp Lit: Institutional and Phantasmatic Intersections. Papers on the historical, institutional, ideological, and phantasmatic affiliations and tensions between the academic fields of comparative literature and Romanticism. 2-page abstracts by 1 Apr.; Marc Redfield (marc.redfield@cgu.edu).

EUGENE O'NEILL SOCIETY

The Intersection between Art and Politics. Papers on the convergence between art and politics as that subject relates to the life and drama of Eugene O'Neill. Abstracts by 15 Mar.; Eileen Hermann Miller (GIGGI6000@aol.com).

POPULAR CULTURE ASSOCIATION

Presidential Electionspeak. Theoretically informed analyses of the rhetoric of presidential politics in the popular media for the 2008 election. 2-page abstracts or 12-page papers by 10 Mar.; Liahna Armstrong (lotus@cwu.edu).

EZRA POUND SOCIETY

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

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

RADICAL CAUCUS IN ENGLISH AND THE MODERN LANGUAGES

Criminality of the University. Violations of academic freedom, supporting American imperialism, campus militarization, increasing inequality, unfair labor practices, student debt. Resistance to these practices. 1–2-page abstracts by 15 Mar.; Michael Bennett (bennett@liu.edu).

Literature of Criminality. Teaching texts that respond to the topics listed above and similar concerns: structural violence, exploitation, spectres of fascism. Resistance to these practices. 1–2-page abstracts by 15 Mar.; Michael Bennett (bennett@liu.edu).

ROMANIAN STUDIES ASSOCIATION OF AMERICA

Dialogue between Eastern Europe and the United States via the Internet. Exploring changes in the fashioning of United States-based diasporic identities in Romanian-American Internet culture; role of Web sites and blogs. 200-word abstracts by 10 Mar.; Maria-Sabina Draga Alexandru (msdalexuk@yahoo.co.uk).

Romanian Representations in Film, Theater, and the Media. Romanian cultural images abroad and at home in theater, film, and mass media and critical approaches on film auteurs after communism. 250-word abstracts by 15 Mar.; Domnica Radulescu (radulescu@

wlu.edu) and Rodica Ieta (rodica.ieta@murraystate.edu).

GEORGE SAND ASSOCIATION

Cosmopolitan Sand, Country Sand. How do experiences of the cosmopolitan and the country play out in and across George Sand's works? What are their aesthetic and political implications? 2-page proposals by 15 Mar.; Kathy Richman (krichman@pacific.edu).

George Sand and Literary Traditions. How does George Sand position herself in literary history and in her own time? What are the aesthetic and ideological stances she chooses? 2-page proposals by 15 Mar.; Cathy Leung (ckl34@columbia.edu).

SOCIETY FOR CRITICAL EXCHANGE

Anonymity. Contributions discussing the nature and limits of anonymity. How does anonymity affect reading, writing, teaching, and other professional practices like tenure and publication review? How does anonymity impact critical exchange? 1–2-page abstracts by 1 Mar.; Jeffrey R. Di Leo (editor@symploke.org).

Emotions. Has focus on feelings and sentiments returned to critical inquiry? Are there particular emotions critics feel? What is the place of emotion in contemporary theories like posthumanism and transnationalism? 1–2-page abstracts by 1 Mar.; Jeffrey R. Di Leo (editor@symploke.org).

SOCIETY FOR GERMAN RENAISSANCE AND BAROQUE LITERATURE

Demonizations. Literary, textual, and artistic portrayals of individuals or groups—Jews, women as witches, other religions, political enemies, Turks—as contrary to accepted norms. Abstracts by 15 Mar.; Jonathan Clark (clark@cord.edu).

Open Session. Papers dealing with any aspect of the literature and art of the early modern period of the German-speaking countries are welcome. Abstracts by 15 Mar.; Jonathan Clark (clark@cord.edu).

SOCIETY FOR TEXTUAL SCHOLARSHIP

Editing Spaces in the Known and Unknown Worlds. Session will address the theory and practice of editing spaces, objects, landscapes, fields, gardens, or environments in a local or broad sense. 1-page abstracts by 1 Mar.; Marta Werner (werner@dyc.edu).

SOCIETY FOR THE HISTORY OF AUTHORSHIP, READING, AND PUBLISHING

Transpacific Traffic. Circulation of books and other print materials, publishing enterprises and technologies, book culture across the Asia-Pacific region—both from and to the United States and through other networks. Abstracts by 1 Mar.; David Carter (d.carter1@uq.edu.au).

SOCIETY FOR THE STUDY OF EARLY MODERN WOMEN

Open Topic. Abstracts by 15 Mar.; Mihoko Suzuki (msuzuki@mail.as.miami.edu).

Women and Politics in the Early Modern World. Women and political writing: aristocratic and nonaristocratic women and politics (courtly and popular culture), women and

political allegory, women's utopian form. Abstracts by 15 Mar.; Mihoko Suzuki (msuzuki@mail.as.miami.edu).

SOCIETY FOR THE STUDY OF MIDWESTERN LITERATURE

Midwest Writers and San Francisco. Studies on how Midwest writers translate their experience of place when they move to or visit San Francisco. Titles and 1–2-page abstracts by 1 Mar.; Marilyn Judith Atlas (atlas@ohio.edu).

Midwest Writers and Western Spaces. We hope to explore the relation of Midwestern writers to the West and how Midwestern writers use the West in their art. Titles and 1–2-page abstracts by 1 Mar.; Marilyn Judith Atlas (atlas@ohio.edu).

SOCIETY FOR THE STUDY OF NARRATIVE LITERATURE

Narrating Conflict in Postindependence African Literature. Papers exploring rhetorical strategies in new African literatures concerning civil war and sectarian conflicts, particularly comparative analyses and underexplored texts. 500-word abstracts by 1 Mar.; David Mastey (dmastey@connect.carleton.ca).

SOCIÉTÉ RENCESVALS, AMERICAN-CANADIAN BRANCH

Romance Epic. Topic open, but papers on images of the East, codicology, and teaching the epic in an age of fundamentalism are especially invited. 250-word abstracts by 1 Mar.; Mary Jane Schenck (mjschenck@ut.edu).

SOUTH ASIAN LITERARY ASSOCIATION

Emerging Voices and Trends in South Asian Literature. New voices and trends, fresh takes on old debates: modernity, civil society, violence, social unrest, environment, development, social justice, gender, etc. 500-word abstracts by 15 Mar.; Rajender Kaur (kaurr@wpunj.edu).

Globalization and Culture in South Asia. Papers that examine how South Asian cultural production like literature and cinema engage with the process of globalization. 250-word abstracts by 15 Mar.; Nivedita Majumdar (nmajumdar@jjay.cuny.edu).

WALLACE STEVENS SOCIETY

Stevens's Silences. Papers elaborating works in other media to address features of Stevens's poems impossible to capture by direct description. How do other arts help evoke what can be shown but not said? 1-page abstracts by 15 Mar.; Charles Altieri (altieri@berkeley.edu).

MARK TWAIN CIRCLE OF AMERICA

Open Session of the Mark Twain Circle of America. Papers on any subject connecting Mark Twain's life and work to larger issues in literary and cultural history. 1–2-page abstracts by 15 Mar.; Bruce Michelson (bruce@muiuc.edu).

EDITH WHARTON SOCIETY

Edith Wharton and the Other Half. Urban poverty in Wharton's work and life. Interdisciplinary and literary approaches and connections to other figures welcome. 250–500-word abstracts and a 1–2-page vitae by 10 Mar.; Hildegard Maria Hoeller (hilhlr@aol.com).

WILLIAM CARLOS WILLIAMS SOCIETY

William Carlos Williams, the Beats, and the San Francisco Scene. Papers are sought on Williams's relation to or influence on any aspect of San Francisco's rich poetic heritage. 1-page abstracts by 15 Mar.; Erin Templeton (erin.templeton@converse.edu).

The Williams of Paterson Book V. Commemorating the 50th anniversary of Book V of *Paterson*, 1958, papers sought on this topic or Williams's work contemporary with this date. 1-page abstracts by 15 Mar.; Terence Diggory (tdiggory@skidmore.edu).

WORDSWORTH-COLERIDGE ASSOCIATION
Romantic Lives and Letters. Essays should address the theory and practice of Romantic-period biography or critically examine the production of scholarly editions of British Romantic authors. Abstracts by 15 Mar.; James C. McKusick (james.mckusick@umontana.edu). □

BIBLIOGRAPHY

MLA Bibliography Fellowships

The *MLA International Bibliography* offers field bibliography fellowships for a three-year period beginning 1 July 2008 and ending 30 June 2011. The MLA seeks scholars of any level of seniority interested in training as field bibliography fellows and able to deliver at least one hundred citations each year. This opportunity is open to potential as well as existing field bibliographers. The MLA will provide materials and training meetings at the annual convention as well as at the MLA office. Fellows attending training sessions will have their conference registration fees waived. On completion of the fellowship, they will receive a stipend of \$500 and a certificate at the awards ceremony during the Presidential Address at the MLA convention. It is hoped that recipients of these fellowships will continue submitting citations throughout their careers. Applications for the 2008 field bibliography fellowships are due 1 April 2008.

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

MEETINGS

2008 ADE Summer Seminars

Chairs, directors of graduate and undergraduate studies, and other administrators from English departments of all types gather annually at the ADE Summer Seminars. Attending seminars affords participants the opportunity to:

- establish support networks of trusted colleagues
- consult with one another in confidence
- pass on lore, tips, and lessons learned
- collaborate on the best responses to today's problems
- alert one another to emerging problems and opportunities in administration, curricula, and scholarship
- develop administrative know-how
- gather information to take back to their campuses
- gain wide perspective on their local situations
- lend their individual expertise in support of the ADE's authority to issue statements of best practices, statistical analyses, policy recommendations, and reports from the field and to the field

ADE Seminar East will take place 5–8 June in Morgantown, West Virginia, and will be hosted by Donald Hall (West Virginia Univ., Morgantown). ADE Seminar West will be held 23–26 June in Santa Fe, New Mexico; David Richard Jones (Univ. of New Mexico) and Neal A. Lester (Arizona State Univ.) will host.

Information about programs, registration, and accommodations will be announced at the ADE Web site (www.ade.org) and in a brochure that will be mailed to ADE members in April. For further information, please write or call David Laurence, Director, ADE, or Doug Steward, Associate Director, at the MLA office (646 576-5132; ade@mla.org), or consult the ADE Web site. □

MEETINGS

2008 ADFL Summer Seminars

The ADFL summer seminars offer department chairs or their representatives three days of lively discussion, advice on problem solving, and exchange of information about pressing issues in the field. Plenary sessions and breakout discussion groups address issues dealing with national trends in foreign languages and the humanities and the nuts and bolts of departmental governance. Seminars also feature pre-seminar workshops for chairs newly appointed or just completing the first year of their appointment. Seminar West will be held 5–8 June at Stanford University, under the sponsorship of the Stanford Language Center. Seminar East will be held from 22 to 25 June at the University of Virginia. Seminar West will highlight issues in the humanities, language for writing and talking about literature, the major and graduate training, and personnel issues and the law. Seminar East will include sessions on fault lines in the department (language and literature, gender, nationality, and language variants), curricular change, government language policy, technology and the humanities, and chairing and the law. Seminar East will also feature workshops on NCATE and changes in AP courses. Speakers and additional topics will be announced in the *ADFL Bulletin*; at the ADFL Web site (www.adfl.org); and in a brochure detailing housing, meals, and excursions that will be mailed to ADFL members in early spring. For further information, please write or call Nelly Furman, Director, ADFL, or David Goldberg, Associate Director, at the MLA office (646 576-5132; adfl@mla.org), or consult the ADFL Web site. □

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

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

To the editor:

Not long ago the MLA Executive Council made a donation to the American Association of University Professors' (AAUP) first-ever endowment campaign. The MLA's gift was more than an act of generosity. It was a recognition at once of shared interests and values, as well as testimony that our organizational responsibilities and capabilities differ. For nearly a hundred years the AAUP has been the primary source of principled policy statements about the faculty's role in higher education. We are the only faculty group that speaks for all disciplines. We are also the only national organization prepared to investigate violations of academic freedom and shared governance.

Those of you who have been reading the informational e-mails we began sending to 350,000 faculty members last September now have an idea of what the MLA's contribution helps support. We opened the academic year by issuing our new statement "Freedom in the Classroom," which was widely debated in the press and on Web sites. The principles it details are particularly critical for humanities disciplines under increasing cultural and financial assault. If you then followed the link to our massive investigative report on the academic aftereffects

of Hurricane Katrina, you learned how the AAUP responded to a region-wide abandonment of good governance practices. Conducting that investigation and issuing the report cost us about \$100,000.

We respond to over 1,000 faculty inquiries every year. We constantly monitor new technologies and the necessity of guaranteeing academic freedom in a changing world. Our recent statement on academic freedom and electronic communication is a good example. Last year we published recommendations of offering increased job security and due process to contingent faculty members; we did so not simply out of human decency but because the new regulations were necessary to ensure the academic freedom of our most vulnerable colleagues, faculty members whose numbers have vastly increased over a generation.

And yet we want to do still more. And indeed we must, for the humanities are threatened by corporatization and the pressure to instrumentalize the curriculum. For all this, we need your assistance. For more information on how you can support us as individuals, I encourage you to go to the AAUP Web site (www.aaup.org). Only our collective work can help protect an industry vulnerable to cultural, political, and financial forces. No faculty member is an island. We need to work together to reinforce the principles that unite us.

Cary Nelson
President, AAUP

BOOK NEWS

Four New MLA Titles Published

The MLA published four new titles in December 2007. *Teaching Nineteenth-Century American Poetry*, the latest volume in the MLA series Options for Teaching, was edited by Paula Bernat Bennett, Karen L. Kilcup, and Philipp Schweighauser. Twentieth-century modernism reduced the list of nineteenth-century American poets to Walt Whitman, Emily Dickinson, and (less often) Edgar Allan Poe. The rest were virtually forgotten. This volume marks a milestone in the resurgence of the study of the rest. It features poets, like Henry Wadsworth Longfellow and Lydia Huntley Sigourney, who were famous in their day, as well as poets who were marginalized on the basis of their race (Paul Laurence Dunbar, Alexander Posey) or their sociopolitical agenda (Emma Lazarus, John Greenleaf Whittier). It also takes a fresh look at poets whose work has been dismissed as sentimental (Frances Osgood), genteel (Oliver Wendell Holmes), or didactic (William Cullen Bryant). The volume's twenty-two essays are grouped into parts: "Teaching Various Kinds of Poems," "Teaching Poets in Context," and "Strategies for Teaching." The fourth part is a selective guide to the field: an annotated bibliography of editions, anthologies, reference books, biographies, critical studies, and Web resources. The volume costs \$40.00 (MLA members \$32.00) in cloth and \$22.00 (MLA members \$17.60) in paperback.

"Personality Disorders" and Other Stories, a collection of stories written by Juan José Millás, is the latest volume in the MLA series Texts and Translations. The volume was translated by Gregory B. Kaplan, and the text, "Trastornos de carácter" y otros cuentos, was edited by Pepa Anastasio. The stories of Juan José Millás, who began writing in the 1970s, depart from the socially

engaged, traditional realism and the linguistic experimentation of post-Francoist Spain. They are populated by strange characters: a man who discovers a passage that connects all the armchairs on earth, a woman who finds her obsessions to be better company than her cats, a vacationer who prefers his pancreas to the Bahamas as a destination. Influenced by both Gabriel García Márquez and Franz Kafka and resonant with Freudian concepts, Millás's fiction—ironic, humorous, dreamlike—raises questions about identity, society, and what is normal. In her introduction, Pepa Anastasio places Millás in the context of modern Spain and provides commentary on the style and themes of a contemporary writer whose work has rarely appeared in English translation. Both the text and translation volumes are available in paperback for \$9.95 (MLA members \$7.96).

The ninety-eighth volume in the MLA Approaches to Teaching World Literature series, on the works of Sor Juana Inés de la Cruz, was edited by Emilie L. Bergmann and Stacey Schlau. Sor Juana Inés de la Cruz—a witty, intellectually formidable, and prolific author—stands as an icon of women's early writing and of colonial New Spain. Living in the capital city of seventeenth-century Mexico, she was located in the center of her world, but, as a self-taught, illegitimate, Creole woman and as a nun subject to the authority of male religious leaders, she was also socially marginal within that world. Like other early modern women she took up the pen to challenge gendered norms of the time. In style and content her works, which draw on baroque stylistics, classical rhetoric, and the natural sciences, are key documents in the development of Western literature. Part 1 evaluates the most useful materials among the wealth of resources available

D E A D L I N E S

Fellowships and Grants

The following list includes fellowships and grants that have deadlines between 1 April and 30 June. More specific information, such as eligibility, description of grants, number of grants awarded, and sources for further details, can be found in the September 2007 PMLA, pages 1283–314. The arrangement is chronological, and each date is followed by the major title under which information is listed in the September issue.

APRIL

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

JUNE

- 1 Center for Lesbian and Gay Studies of the City University of New York
- 15 Fordham Medieval Fellows Program
- 15 National Council of Teachers of English Research Foundation

for teaching Sor Juana, reviews Spanish- and English-language editions of her work, highlights audiovisual and electronic resources for teaching, and recommends critical and historical studies of her writings and her period. The essays in part 2, "Approaches," aim to help teachers navigate with students not only the complex networks of meaning found in Sor Juana's works but also her complicated social world. Contributors discuss gender and religion in colonial society; the element of the baroque in Sor Juana's writing; the variety of ways Sor Juana subverted generic forms to render social criticism; and the relations between her writing and the twenty-first century. The volume costs \$37.50 (MLA members \$30.00) in cloth and \$19.75 (MLA members \$15.80) in paperback.

Approaches to Teaching Puig's Kiss of the Spider Woman was edited by Daniel Balderston and Francine Masiello. Manuel Puig's 1976 novel *Kiss of the Spider Woman*, translated into English in 1979 and adapted as an Academy Award-winning film, expanded the idiom of the novel (mixing cinema, fiction, romance, and song) and challenged the third-person narration that was dominant in Latin American Boom fiction. Students are drawn to the conversational style of the novel and the melodramatic seductions of the tale, but they may need guidance to appreciate the novel's richness as a work of literature. This volume of the MLA's Approaches to Teaching series suggests ways instructors can help students grasp the novel's exploration of state and sexual politics and discern the strategies of narration that underlie the conversations between the two main characters. In part 1, "Materials," the editors discuss versions and translations of the novel, provide readings and resources, give an overview of the historical and political background of 1970s Argentina, and outline the author's biography. The thirteen essays in part 2, "Approaches," written by distinguished scholars of Latin American literature, offer close textual analysis, examine the author's use of cinematic references, and present suggestions for teaching Héctor Babenco's film adaptation alongside the written text. The volume costs \$37.50 (MLA members \$30.00) in cloth and \$19.75 (MLA members \$15.80) in paperback.

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

BOOK NEWS**Call for Contributions to Approaches Series**

For the series Approaches to Teaching World Literature, the Publications Committee has approved development of two new titles, *Approaches to Teaching Shakespeare's The Taming of the Shrew*, edited by Grace Tiffany and Margaret Dupuis, and *Approaches to Teaching Ezra Pound's Poetry and Prose*, edited by Demetres P. Tryphonopoulos.

If you wish to contribute to either of these volumes, please visit www.mla.org/approaches and follow the link to the relevant title. □

Classified Advertisements

Address all advertisements to MLA Newsletter, MLA, 26 Broadway, 3rd floor, New York, NY 10004-1789. Checks should be made payable to the Modern Language Association. The rate for advertisements is \$3 a word, with a ten-word minimum. Ads must be prepaid. Content and appearance of advertisements are subject to publisher's approval. The publisher does not solicit the items and cannot vouch for their reliability. Members should exercise reasonable judgment in responding to them.

ARTFUL SENTENCES: SYNTAX AS STYLE Virginia Tufte. 308 pages. \$16 postpaid in U.S. Graphics Press LLC. 800 822-2454 or www.tufte.com



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

MARCH

- 1 Deadline for receipt of entries for the 2008 James Russell Lowell Prize competition for books published in 2007
- 7 Deadline for receipt of departmental administrators' job listings for the April 2008 *Job Information List*
- 15 Deadline for receipt of forum proposals for the 2008 convention
- 17 Postmark deadline for submissions for *Profession 2008*

APRIL

- 1 Deadline for receipt of entries for the Aldo and Jeanne Scaglione Prize for a Translation of a Literary Work and the MLA Prize for a First Book for books published in 2007
- 1 Deadline for receipt of requests for waiver of membership requirements for participants in the 2008 convention
- 1 Postmark and Web submission deadline for program copy from divisions, discussion groups, MLA committees, and allied and affiliate organizations
- 1 Postmark and Web submission deadline for proposals for special sessions for the 2008 convention
- 1 Postmark and Web submission deadline for requests for audiovisual equipment for the 2008 convention
- 7 Deadline for organizers and panelists at the 2008 convention to be listed on MLA membership rolls
- 15 Deadline for receipt of requests for funds for speakers at the 2008 convention
- 30 Deadline for receipt of applications for dues subsidies for residents of developing or soft-currency nations

MAY

- 1 Deadline for receipt of entries for the 2008 competitions for works published in 2007 for the MLA Prize for Independent Scholars, the Howard R. Mararro Prize, the Mina P. Shaughnessy Prize, the Kenneth W. Mildenberger Prize, the Katherine Singer Kovacs Prize, the William Sanders Scarborough Prize, the MLA Prize in United States Latina and Latino and Chicana and Chicano Literary and Cultural Studies, and the Aldo and Jeanne Scaglione Prizes for Comparative Literary Studies and for French and Francophone Studies; for works published in 2006–07 for the MLA Prize for a Distinguished Bibliography, the Aldo and Jeanne Scaglione Prize for Studies in Germanic Languages and Literatures; for works published in 2004–07 for the Fenia and Yaakov Leviant Memorial Prize in Yiddish Studies
- 1 Deadline for receipt of *MLA International Bibliography* fellowship applications
- 23 Deadline for receipt of departmental administrators' statements for the 2008 Summer Supplement of the *Job Information List* (no solicitations will be made)

JUNE

- 15 Notification of decisions on funding requests mailed to session organizers who have applied for funds for speakers at the 2008 convention
- 30 Deadline for receipt of new members' applications for listing in the September 2008 (Directory) issue of *PMLA*
- 30 Deadline for current members to submit changes in rank or affiliation for listing in the September 2008 (Directory) issue of *PMLA*

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