

N E W S L E T T E R

J. Hillis Miller Receives Lifetime Achievement Award

The MLA's fourth Award for Lifetime Scholarly Achievement will be presented at the 2005 convention to J. Hillis Miller, professor emeritus of English and comparative literature at the University of California, Irvine. Miller was selected for the award by the Executive Council at the recommendation of the Committee on Honors and Awards. A lifetime member of the MLA, Miller served as president of the association in 1986. He has also served on the Executive Council and the PMLA Editorial Board. In 2001, he received the ADE's Francis Andrew March Award for Distinguished Service to the Profession.

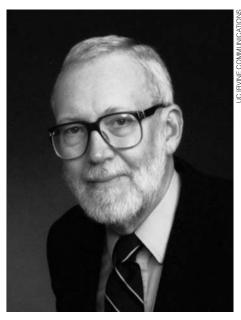
Miller received an MA and PhD from Harvard University. He taught at Johns Hopkins University from 1953 to 1972, where he served as chair of the department of English and the Humanities Group and on the Academic Council. In 1972, he moved to Yale University, where he taught through 1986. At Yale, Miller was the Frederick W. Hilles Professor of

Hurricane Katrina

See pages 4–6 for articles on the association's and MLA members' response to the Gulf Coast disaster.

English and Comparative Literature from 1979 to 1986 and directed the literature major in 1973–74 and from 1980 to 1983. He was also chair of the English department from 1976 to 1979 and served on the executive committee of the Graduate School. In 1986, Miller moved to the University of California, Irvine, where he is the UCI Distinguished Research Professor of English and Comparative Literature.

J. Hillis Miller's first book, Charles Dickens: The World of His Novels, published in 1958, is considered a classic, and he is renowned for his work as a reader and interpreter of Victorian literature. But Miller may be most widely known for his contributions to literary criticism and theory. His 1966 article "The Geneva School: The Criticism of Marcel Raymond, Albert Beguin, Georges Poulet, Jean Rousset, Jean-Pierre Richard, and Jean Starobinski" brought this strand of Continental criticism to the attention of North American scholars and showed his abiding interest in the experiential and ethical dimensions of transactions among readers, texts, and writers. Redefining this early focus on consciousness, he responded strongly to the linguistic turn taken by poststructuralist criticism and became identified with the deconstructive critics of the "Yale School," along with Paul de Man



J. Hillis Miller

and Geoffrey H. Hartman. Among his other publications are *The Disappearance* of God: Five Nineteenth-Century Writers, Poets of Reality: Six Twentieth-Century Writers, The Form of Victorian Fiction, Fiction and Repetition: Seven English Novels, The Linguistic Moment, The Ethics of Reading, Versions of Pygmalion, Ariadne's Thread, and Illustration, which won the Harry Levin Prize of the American Comparative Literature Association in (continued on next page)

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1993. His works have been translated into Japanese, Italian, Portuguese, German, and Chinese. His most recent book is *Literature as Conduct: Speech Acts in Henry James*; also published in 2005 was *The J. Hillis Miller Reader*, edited by Julian Wolfreys.

Miller is known and admired across the profession for his range of interests, his intellectual generosity, and his personal graciousness. He has been a strong supporter and advocate for young scholars and for new directions of thought and experimentation. He demonstrated early, keen, and lasting interest in digital technologies and the innovations in scholarly exchange and communication they have made possible. At the same time, he has been a staunch defender of sustaining library print collections and served on the MLA Committee on the Future of the Print Record. He has also shown great care for the institutions of higher education and humanistic scholarship and given probing attention to teasing out the likely effects on these institutions of current historical, economic, and public policy developments. A tireless traveler, ambassador, and spokesperson for the contributions humanistic learning, scholarship, and teaching make to personal development and to the wider society, J. Hillis Miller has stood for intellectual openness and a cosmopolitan, international, and multilingual ideal of humanistic knowledge.

Miller has been a fellow of the American Academy of Arts and Sciences since 1970 and served on its membership committee. He holds honorary degrees from the University of Florida, Bucknell University, and the University of Zaragoza and was made an honorary professor of the University of Peking in 1994. Miller is the recipient of Guggenheim, Fulbright, Bellagio, and National Endowment of the Humanities fellowships. He has been editor or advisory board member of numerous journals, including Modern Language Notes, Victorian Studies, Georgia Review, Oxford Literary Review, College English, Dickens Studies, Diacritics, Genre, and Poetics Today. He won the E. Harris Harbison Award for Distinguished Teaching in 1968 and another Danforth teaching award in 1995. He was president of the New England College Association in 1975–76 and served on the board of directors of the College English Association from 1977 to 1980.

ADE and ADFL Online Job Counseling

The Association of Departments of English and the Association of Departments of Foreign Languages offer an online job counseling service to give job seekers year-round access to the advice that senior department chairs have provided annually through both associations at the MLA convention. The Web site currently includes more than 140 responses to common questions about career planning, applying, and interviewing from chairs; from other administrators and faculty members; and from PhDs working in business, government, and nonprofits. Many of these responses have links to thirty-five articles from the *ADE Bulletin* and *ADFL Bulletin* archives that provide more detailed discussion of job seekers' concerns.

The eight categories of the site are:

- Planning a Career after Graduate School
- Developing an Academic Career
- Developing a Nonacademic Career
- When and Where to Look for an Academic Job
- C.V.s, Dossiers, Application Letters, Writing Samples, and Portfolios
- Interviews, Campus Visits, Job Talks, and Teaching Demonstrations
- Negotiating Special Situations
- Job Offers

The categories include questions ranging from "What would my job involve as a foreign language faculty member at an MA comprehensive university?" to "How should I handle a telephone interview?" and "How do I negotiate the terms of a job offer?" The site is designed to be flexible and to grow; anyone with suggestions for additional questions or responses should write to Steve Olsen at solsen@mla.org.

To access online job counseling, go to the *Job Information List* through the MLA, ADE, or ADFL Web sites and click on "ADE and ADFL Online Job Counseling." The counseling site is a service of the ADE and the ADFL and does not require a password. \Box

WEB SITE NEWS

Washington, DC, Convention Sessions Available Online

Beginning in November, a searchable list of convention sessions will be available online for MLA members at www .mla.org. This list will contain all the sessions in the November (Program) issue of *PMLA* and will be searchable in many ways, including by location, subject heading, and participant name.

The *MLA Convention News and Program Update* will be available online as a PDF. □

Ideas for What's the Word?

What's the Word?, the MLA radio program, is now broadcast on more than two hundred radio outlets in the United States. It is also aired in Canada and on Radio New Zealand. An archive of programs is available on the MLA Web site and has been visited by almost eight thousand users.

The MLA Radio Committee, which selects speakers and topics for the programs, welcomes suggestions from MLA members. Please send your ideas to Judy Goulding at the MLA office (jgoulding@ mla.org). □

The MLA Newsletter (ISSN 0160-5720) is published four times a year (Spring, Summer, Fall, Winter) by the Modern Language Association of America, 26 Broadway, 3rd floor, New York, New York 10004-1789. The MLA Newsletter is edited by the executive director of the association, Rosemary G. Feal. The managing editor is Judy Goulding. The cost of an annual subscription is \$8. The subscription price is included in the dues of all members of the association. Periodicals postage paid at New York, NY, and at additional mailing offices. All news items and letters should be sent to the MLA Newsletter at the above address.

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

Human Rights and the Humanities

On 21 and 22 October, 2005, 180 scholars, graduate students, and activists attended the conference Human Rights and the Humanities, cosponsored by the MLA and the Graduate Center of the City University of New York. Following the MLA conferences on disability studies in 2004, cosponsored with Emory University, and on the relation between English and foreign languages, cosponsored with New York University in 2001, Human Rights and the Humanities, which I cochaired with Judith Butler, a former MLA Executive Council member, aimed to explore the mutually illuminating possibilities that emerge from the intersection of two apparently disparate fields.

I say "apparently," because a historical and conceptual connection between human rights and the humanities exists through the mediation of humanism. Although in Renaissance Italy umanista, the teacher of classical languages and literatures, was contrasted with *legista*, the teacher of law, in the eighteenth century humanist thought merged with Enlightenment notions of freedom, equality, justice, tolerance, secularism, and cosmopolitanism into the ideal of enlightened humanism, which since 1945 has provided the philosophical underpinning of human rights declarations, covenants, conventions, protocols, and charters.² Moreover, since the 1970s, developments in literary, critical, and cultural theory in the humanities, including the postmodern critique of Enlightenment master narratives, have led humanists to grapple with some of the same problems that human rights discourse inherently—although not always willfully—confronts, including tensions between the universal (e.g., the 1948 Universal Declaration of Human Rights) and the particular, the local, the culturally relative, and correlatively the rejection of an imperial humanitarian voice speaking and acting "for" oppressed others in favor of speaking "with" them as agents in their own right. This is not to deny salient disjunctures—for instance, the human rights fixation on the nation as the source of violations and oppressions, in contrast to the humanistic deconstruction of "the imagined community" (Anderson) and the promotion of the Enlightenment individual in opposition to the postmodern fracturing of the subject.

And yet, from another perspective, recent trends in human rights point to a convergence with the humanities, notably the emergence of affirmative rights—economic, social, and cultural—including the right to an education and to learning and disseminating one's language and culture, however minoritarian it may be ("International Covenant"). Although human rights as an academic field has been the province of international relations, political science, public policy, and the law, there is a growing recognition that humanists can play a significant role in critically examining the cultural, social, historical, philosophical, and legal discourses and practices of human rights. Humanists can meaningfully bring our modes of analysis and interpretation to bear on human rights discourse, and in turn our teaching and scholarship can become richer, more nuanced, and more relevant by engaging with the ethical and philosophical imperatives of human rights.

To probe the multiple possibilities of dialogic interplay between these two fields in a conference framework, Butler and I proposed five topics to our twenty pluridisciplinary speakers, some of whom were primarily activists and practitioners. The conference began with "Cultural Translation, Internationalism, and Rights Discourse," to take up the critique of human rights as cultural imperialism, consider the relativism-universalism

debate, but also examine the role of nongovernmental organizations in cultural and political enfranchisement. The session produced a striking exchange between the law professor David Kennedy and the executive director of Human Rights Watch, Ken Roth. The papers for "Human Rights and the Media," which focused on the ways that verbal and visual media circumscribe and disseminate human rights issues, ranged from a study of the representation of children in times of war (by Margaret Higonnet) and the narratives of truth and reconciliation in South Africa that require the introduction of a third term (the beneficiary) beyond the oppressor and the victim (by Sidonie Smith) to the representation of human rights on the six o'clock news (by the journalist-activist Alisa Solomon) and a survey of opinions in six Arab countries (by the sociologist Shibley Telhami). In one of the most successful sessions, "Who Is the Human in Human Rights?," speakers analyzed the disparate and inconsistent meanings of human for various categories: the child (by Jacqueline Bhabha, of the Carr Center for Human Rights at Harvard), the African American (by Eduardo Cadava), the Palestinian (by Omar Barghouti, from Tel Aviv University), and the dehumanized (by Samera Esmeir). The session "The Rights of Language and Culture, the Language and Culture of Rights" grappled, inter alia, with the uncontextual, abstract ways in which religion—notably, the Muslim—is cast (by the anthropologist Lila Abu-Lughod) and with the politics of linguistic rights in Canada (by K. Anthony Appiah). In the last session, "Imagining beyond the Nation: Human Rights and the Critique of Political Sovereignty," which aimed to evaluate how human rights efforts both shore up political regimes and contest their sovereign claims, two speakers gave compelling overviews of the successes and failures of human rights interventions (Michel Feher, of Zone Books, and Iain Levine, of Human Rights Watch). The session ended with suggestive reflections (by Bruce Robbins) on the different relations to time embedded in the humanities and human rights.3

In her wrap-up, Butler extrapolated four salient issues from the conference papers and discussions: norms, media, pragmatics and solidarities.4 As I continue to sift through still unsedimented impressions, I sense that Butler and I would agree that the conference raised questions more than it reached clear conclusions. And that is as it should be. For when they are published in *PMLA* (the October 2006 issue), the conference papers will help generate further work, enriching and complexing both human rights and the humanities as well as studies of their conjuncture. If this conference, in retrospect, primarily constituted a humanistic critique of human rights, surely in the future, in another context, a human rights critique of the humanities can usefully be elaborated. We may then witness the emergence of a new interdisciplinary field, one that conjoins the critical and interpretive practices of the humanities with the ethical activism of the international human rights political movement. Many signs now point to that future: a session "Human Rights and/in Literature" organized for the November 2005 MMLA convention in Milwaukee; an NEH institute, "Human Rights in Conflict: Interdisciplinary Perspectives," to be taught by the Hunter College political scientist John Wallach in the summer of 2006; an online Blackboard for information and resources about pedagogy and scholarship on literature, film, and human rights, initiated by Elizabeth Goldberg.

(continued on next page)

A final anecdote. In the frantic days preceding the conference, a call came from Australia inquiring whether we would consider taking Human Rights and the Humanities on the road and restaging it down under. For a brief moment I imagined a movable feast of conferences in Asia and Africa, through Europe to Latin America, each engaging with its regional human rights charters and particular activist traditions. But then commitments and demands reared their imperious, practical heads. Still, if there is anyone out there . . . we can talk and plan the future.

Domna C. Stanton

NOTES

- 1. The papers from these conferences appeared in *PMLA* in 2005 ("Conf. on Disability Studies") and 2002 ("Conf. on the Relation").
- This is not to deny non-Western manifestations of humanism, which, as Edward Said argued in his Presidential Address at the 1999 MLA convention, existed in other traditions long before they appeared in Europe (288).
- 3. This summary would be incomplete without mention of the reading that my friend and colleague Meena Alexander gave of several of her poems, each registering aspects of the discourse of human rights in a different and personal modality.

4. I thank Judith Butler for being an exemplary cochair and collaborator. Thanks also go to Francesca Sautman, the chair of the French PhD program at the CUNY Graduate Center, for her enthusiastic support of this project; to Rosemary Feal, MLA executive director; and above all to Maribeth Kraus, MLA director of convention programs. I thank the Ford Foundation and a number of programs at the Graduate Center for their financial support. Finally, I express my gratitude to the student volunteers for their commitment and efficiency: Majambu Adjavon, Katherine Farley, Jennifer Gaboury, Sara Hanaburgh, Rebecca Linz, and Dan Skinner.

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MLA Members Respond to the Hurricane Disaster

Shortly after the first reports of the devastation of Hurricane Katrina became available, the MLA began receiving messages from members about their desire to help victims of the storm. The Executive Council consulted, by e-mail and telephone, about ways that the association might help. The council took several actions designed to help members in affected areas: it decided to offer waivers of membership dues and convention registration fees to the more than five hundred members who were affected by the storm. It gave membership privileges to English and foreign language departments that do not belong to ADE and ADFL, enabling all members of those departments to access the *Job Information List* from computers anywhere. It also created a section of the MLA Web site for members and institutions to post offers of help and to ask

for assistance. Finally, it established the Hurricane Katrina Fund for Members to help subsidize dues and convention registration fees. So far, members have offered assistance through the Hurricane Katrina Message Board (www.mla.org/weblog), posting information on employment opportunities, scholarships, research support, library access, and housing. Seventy-two members have contributed to the Hurricane Katrina Fund for Members. Contributions are tax-deductible and can be made at the MLA Web site (www.mla.org) or sent to the MLA office, 26 Broadway, 3rd floor, New York, NY 10004-1789.

The council also reluctantly concluded that it was necessary to move the 2006 convention from New Orleans (see story below). The council hopes to return to New Orleans soon. □

2006 MLA Convention Moved from New Orleans to Philadelphia

After deliberating on the effects of Hurricane Katrina and considering the time needed for planning for a convention as large and complex as the MLA's, the MLA Executive Council decided to move the 2006 MLA Annual Convention from New Orleans to Philadelphia. The council hopes the association can return to New Orleans as soon as possible. The MLA convention office has already begun working on

the relocation; as details become available, they will appear on the MLA Web site and in the MLA Newsletter. The Philadelphia convention bureau will have a booth with information about the city at the Washington, DC, convention. The council also took a number of actions to help members who suffered from the effects of the hurricane (see article above). \square

E D I T O R ' S C O L U M N

Member to Member: In the Aftermath of Hurricane Katrina

The first e-mail messages began to arrive within days of the disastrous hurricane that devastated a wide swath of the Gulf Coast region. Concerned members inquired about the well-being of their colleagues and made generous offers of assistance in all forms. What can the MLA do, they asked, to help members get their academic lives back on track as they confront unimaginable displacement, loss, and disruption of all aspects of life? The question was on all our minds. Of the hundreds of messages I have received in the past month, only one suggested that the MLA had its focus set too narrowly on the professional needs of its members in our first communication after Hurricane Katrina. Every other response expressed satisfaction that the MLA took swift action in setting up a Katrina message board to provide connections and resources that might help our colleagues in their time of need.

The Executive Council approved several measures to ease the financial burdens of members who have suffered Katrina-related hardships. Annual membership dues and convention registration fees can be waived by request (see the Katrina message board at www.mla.org/weblog for details). Departments of English and foreign languages that do not belong to ADE and ADFL have been given benefits of membership, including department-wide access to the MLA Job Information List. The council also set up a fund to help pay for these measures, and to date donations exceed \$2,000 (the Katrina message board has a link for online contributions). All the funds collected have been expended on dues and convention waivers, and general association funds will cover the rest of the expenses associated with this council action. I know from the correspondence I have received that members think these waivers are an excellent use of their donations and their dues.

We managed to contact many members by phone and e-mail in the days following the storm, and we heard firsthand what they were experiencing. Michelle Massé told of massive efforts to get academic life going for the newly constituted Baton Rouge campus community and gave us a glimpse of her household turned host family. Leslie Bary explained how academic life had changed as colleagues from New Orleans began arriving in Lafayette: "We are teaching their students and making space for them in our laboratories and home offices so that they can continue their research. We are spending a significant part of our own research time orienting them to our libraries and other resources, finding them computer equipment."

One of the displaced members from whom I heard is Gaurav Desai, a member of the Profession Advisory Committee who is on the faculty of Tulane University. He offered to write an account of his experiences and share his reflections on Katrina and the academy for future publication. I thought, however, that you should hear what he has to say now, so his message appears below.

He ends the letter with the hope that the MLA convention will return to New Orleans. As Leslie Bary says, "It is a beautiful town, built and sustained by the people now housed in shelters across our country. . . . You may meet some of these people in your town or on your travels. If you do, please tell them we miss them at home, and we are doing all we can to bring them back." This sentiment extends to the entire region. I am grateful to Gaurav—and to all those who have communicated with us—for being in touch. We look forward to seeing colleagues from the Gulf region at the convention in Washington, DC, and conveying our thoughts in person.

Rosemary G. Feal

A few hours before mandatory evacuation was declared in Orleans Parish my wife (also an MLA member), son, dog, and I left the city, along with my elderly parents, who happened to

be in town visiting us. Despite the inevitable traffic delays and problems with gas, despite the lack of hotel reservations and the uncertainties of finding a shelter for the night, we were among those fortunate to have had the means to leave the city before Katrina hit the coast. We eventually watched the destruction on TV and heard of the levee breaks with stunned dismay from the relative safety of a hotel room in Jackson, Mississippi. Then Katrina howled through Jackson; we lost power and found ourselves fleeing west. Feeling the force of the gale that rattled the seventh floor of our hotel room, we could only wonder what it must have been like before its fury was tamed to a Category One.

In the next few weeks as we watched the coverage, we found ourselves on an emotional roller coaster, veering between anger, fear, sorrow, and shock over the meltdown in the city, pride in the doctors and nurses who fought desperately to save lives, and admiration for all those individuals who spontaneously did what they could in the rescue efforts. Closer to home, we were desperately trying to track down friends and colleagues and trying to let others know that we were safe. With cell phones and landlines down, the university server unavailable, and no other practical means of communication, a text message from a friend "Safe in Dallas. U OK?" would bring tears of the kind I had never been prepared to shed. After the initial numbness had waned and some contact established with friends, inevitable questions of basic economic survival sent a chill down our spines—How had the university fared? Would local banks survive? Would we be paid? Did we still have jobs? What about health insurance? These are questions that, unlike many in the corporate and service sector, tenured scholars are generally unprepared to face. If tenured jobs were at issue, what of those who were adjuncts, visitors, and staff? What about the stipends of graduate students on fellowships and ABDs teaching courses as adjuncts? And where would the thousands of students in schools and colleges across the affected areas be relocated?

The immediate generosity of many academic institutions mitigated the crisis of interrupted education. We ourselves came to Austin, where my wife had done her graduate degree in English, and were instantly welcomed by the University of Texas, which had already admitted students from the affected areas, a move multiplied by other universities. Our son, likewise, was admitted into a school comparable to his own in New Orleans within a matter of minutes. The unstinting warmth and support of educators and of the general public were a huge buffer against the pain of dislocation. In these weeks, we learned lessons in model community and fellowship that we hope never to forget. As temporarily displaced people, we came to appreciate the real meaning of hospitality along with thousands of others across the states that host the Gulf South diaspora, as we jokingly refer to ourselves.

As I write this, it is still too early to tell the fate of all those who were employed at universities hit by Katrina. Predictably, those on the lowest end of the academic hierarchy—part-time staff, visiting and adjunct faculty members, and other "non-essential" staff (the phrase is not mine) are in the most vulnerable position. But it is not entirely clear that those traditionally in the most secure positions—tenured faculty members—will in all cases escape the axe. Their fate will depend on the degree of damage to physical structures, to current and future enrollment, to the availability of federal support and insurance

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coverage, to the amount of existing endowment assets and the ability of the various institutions to restart on an expedited basis. More than ever, then, these colleagues need our collective support. Efforts such as the MLA's offer to waive conference registration fees and membership dues for scholars affected by Katrina and the generous offers of fellowships, travel support, and visiting affiliations offered by numerous colleges, universities, and a number of libraries and humanities centers around the world are, I am sure, most gratefully received by our colleagues. Web sites developed by the MLA and the Chronicle of Higher Education have served as very useful conduits of information. As time goes on, there will be other opportunities for both individuals and scholarly organizations such as the MLA to play different supportive roles—for instance, in inviting affected scholars to join collaborative projects that can be supported by institutional infrastructures elsewhere or in evaluating candidates for tenure and promotion with a knowledge of the impact that such a disaster will inevitably have had on their professional lives. Such gestures will, I am sure, be especially appreciated by those colleagues who may have lost several years of research in a flooded home or whose books and computers have suffered damage despite being in a relatively secure office building.

Tulane University (where I work) is doing what it can to speed up the recovery process. It has lifted one burden off the shoulders of dispersed junior faculty members by extending the tenure cycle by one year for everyone in the pipeline. But the damage or loss of one's home and possessions, along with the slowdown in research momentum resulting from this tragedy, will in the long run need even more generous and humane measures for faculty, staff, and students—measures that may be crushed in the pressures of economic survival. It is in helping to formulate such measures and identifying other workplace issues at *all* levels of the academic hierarchy that organizations such as the MLA can take a lead.

By the time you read this, there will have been many Katrinarelated political commentaries and editorials on what worked and what didn't and on who was to blame for the tremendous tragedy, in terms of how it might have been mitigated by better planning and how it might have been more efficiently handled in its immediate aftermath. I have my own piece to add to that commentary, but I will leave that for a different venue. Let me just say for now that as someone whose scholarly and pedagogical interests surround what used to be called the "Third World," the ironies of the rhetorical "Third Worlding" of New Orleans and of Louisiana disturb me for various reasons. As a big city, we certainly had our expected share of street violence and looting in the aftermath of the disaster—but one wonders, even if we hadn't, whether it would not have had to be rhetorically invented as part of the regional and racial stereotyping. Furthermore, the exaggerated allusions to "our tsunami," "our

Rwanda," and "our Darfur" that have been thrown around must also be disconcerting to any critical observer even remotely familiar with those other realities, both everyday and exceptional, around some parts of the non-Western world. And yet, on a purely experiential note, such processes of distancing work in ways that even the most critical postcolonialist among us cannot avoid. Despite my having lived and traveled in areas of the world with massive poverty, overcrowding, unsanitary living conditions, and so on, I was still shaken when I walked into one of the many shelters that had been set up in the region. Somehow poverty and deprivation, even if not on the monumental scale of some countries, have assumed a misleadingly un-American identity. The startling visuals of those images certainly took the glow off what it meant to be American. In thinking through the analogies I keep remembering my reaction to a T-Shirt that was given to me by a friend when I first moved to New Orleans. It read, "Louisiana: Third World and Proud of It." I never wore the shirt, always worried about its (to adapt a phrase from Paul de Man) vertiginous possibilities of political aberrations. Rather, I grew to love the city for its unique culture and wryly accepted its quirks.

As we academics like to say, these are all "teachable moments" that I am sure will enter our classrooms as we return to New Orleans and restart our universities and our lives. If there is one crucial lesson we have learned, it is that no university is an island. When the city went down, so did we, even if Tulane was not as catastrophically affected as other parts of the city. The well-being of the city is pragmatically necessary for the survival of the university, so even those of us who separate academics from civic service, community engagement, and local leadership—from the grime and grit of politics and urban infrastructure—may have to rethink our isolation. We are beginning to have more active discussions about how the university can be directly engaged in the rebuilding of the city—from breached levees to broken public education, from shortsighted environmental and development policies to poverty and racial stereotypes.

While Katrina destroyed or disrupted a lot of lives, the storm has also opened up new possibilities for collaboration and new strategies for thinking about the education of our students. An important part of this will be a more directed effort to relate the educational and research priorities of our universities with the new challenges faced by the city and the region as a whole. Already administrators at Tulane and other area institutions such as Dillard, Xavier, and Loyola have been in contact with one another to find avenues of sharing resources (including courses and classroom space) as we move ahead. And if the blogs are any indication, our students are ready to dedicate their efforts in whatever ways they can to help rebuild the city. We find inspiration in them. And, in time, we look forward to hosting the MLA convention again in New Orleans.

Gaurav Desai

Proposals for the 2005 Delegate Assembly Meeting Agenda

The following proposals were received at the MLA office by the relevant deadline (1 October for resolutions, 15 October for motions) for consideration during this year's Delegate Assembly meeting in Washington, DC.

Whereas the Academic and Student Bills of Rights (A/SBOR) will, wherever embodied in legislation, give some power over course content and faculty expression to one or another governmental agency, encouraging it to define such matters as "indoctrination," "substantive disagreements" and "controversial matter," "appropriate," and the "spectrum of significant scholarly viewpoints";

Whereas their purpose is to enforce the teaching of "conservative" ideas that cannot win support through their own merit;

Whereas, therefore, the purpose of these initiatives is the violation of academic freedom of both students and faculty;

Resolved that the MLA oppose the A/SBOR and all related legislation.

submitted by Grover Furr on behalf of the Radical Caucus in English and Modern Languages

Whereas academic freedom is under assault; and

Whereas the AAUP's 1940 statement that faculty should avoid "teaching controversial matter which has no relation to their subject," routinely invoked in this assault, provides humanities teachers with insufficient protection, since it is widely acknowledged that our "subject" has porous boundaries, and the determination of "controversiality" is politicized;

Whereas the casualization of academic labor has made non-tenuretrack and graduate teachers especially vulnerable to job loss and chilled speech;

Resolved that the MLA urge the AAUP to modify its policies on academic freedom to reflect the current nature of intellectual pursuits and academic labor.

submitted by Barbara Foley on behalf of the Radical Caucus in English and Modern Languages Be it moved that the MLA adopts a policy of union preference for convention hotel contracts; and that those responsible for negotiating said contracts shall, in accordance with this policy:

- (A) select a union facility if any such provider(s) respond(s) to a request for proposals and meets relevant criteria;
- (B) take active measures to support workers in any labor disputes arising at a contracted hotel, such that meeting attendees will be not compelled to cross picket lines or violate a boycott; and
- (C) add labor disputes to the standard escape clause in any MLA contract for convention hotels and meetings.

submitted by Christopher Cobb

I move that the Executive Council refrain from selecting convention cities that are in states that have passed laws or amended their constitutions to ban same-sex marriage.

submitted by Clara Orban

In addition to these new proposals from the membership, the 2005 Delegate Assembly will consider reports from the Delegate Assembly Organizing Committee and the Executive Council and regular staff and committee reports on association activities.

MLA members are invited to attend the meeting of the 2005 Delegate Assembly during the convention in Washington, DC. Members may address the assembly on any of the issues on the assembly's agenda. The assembly meeting will begin at 1:00 p.m. on Thursday, 29 December, in the Cotillion Ballroom of the Marriott Wardman Park. Because the assembly meeting is open-ended—recent meetings have lasted four hours or more—even latecomers will have a chance to join in important discussions of association policies.

So that association members may engage fully with the issues to be discussed at the Delegate Assembly meeting, the necessary documents will be made available at the beginning of the meeting. \Box

GOVERNANCE

Elections Committee Seeks Candidates

At the end of 2006, the seats of sixteen special-interest and thirty-four regional Delegate Assembly representatives will fall vacant. The MLA Elections Committee will meet in January 2006 to begin the process of identifying candidates for these open special-interest and regional seats. Those elected in 2006 will serve in the assembly from 2007 through 2009 and must attend the meetings of the assembly in 2007, 2008, and 2009.

The Elections Committee is charged not only with nominating candidates and overseeing the elections but also with

ensuring that the various groups within the MLA find representation in the Delegate Assembly. Committee members are therefore interested in hearing from all MLA members who are willing to be candidates in next year's Delegate Assembly elections. Members whose names are already on file at the MLA office need take no additional action at this time. Others who would like to be considered should write to the Elections Committee, c/o Carol Zuses, at the MLA office (czuses@mla.org). □

CONVENTION

Washington, DC, Convention

There is still time to preregister for the 2005 MLA convention in Washington, DC, and save on your registration fee. The preregistration deadline is 1 December. By now you should have received your copy of the Program issue of *PMLA* or you have searched the session titles on the MLA Web site, and you have seen the wide range of subjects that will be discussed in more than 750 sessions. When you are not attending sessions, visiting the exhibit hall, or meeting with colleagues, you can take advantage of the museums, theaters, restaurants, and shopping that Washington, DC, offers. Visit the MLA Web site (www.mla .org) to register, to make your hotel and travel arrangements, and to read up-to-date information about the convention.

Most English sessions and the exhibit hall are in the Marriott Wardman Park. Most foreign language sessions are in the Washington Hilton. The Job Information Center and the child care center are in the Omni Shoreham. Registration and information areas in the Marriott Wardman Park, the Washington Hilton, and the Omni Shoreham will open at 12:00 noon on 27 December. Members can obtain copies of the *MLA Convention News and Program Update*, which announces program changes, new exhibits, and MLA election results. (The *MLA Convention News* will appear at the MLA Web site around 20 December.) You can also purchase copies of the *Job Information List*, consult the "Who's Where" list for names and local addresses of colleagues, pick up brochures on local restaurants and tourist attractions, and make complimentary restaurant reservations.

The exhibit hall, in the Marriott Wardman Park, will open at 9:00 a.m. on 28 December. A complimentary shuttle-bus service will operate throughout convention meeting hours between the Marriott Wardman Park, the Washington Hilton, and the Omni Shoreham. A complimentary transportation service for persons with disabilities will operate throughout the convention. □

CONVENTION

Preconvention Workshops and Mock Job Interviews

ADE and ADFL will sponsor several sessions at the MLA convention to help job candidates and interviewers prepare for the job search, including

- A Preconvention Workshop for Job Seekers: The Job Search in English
- A Preconvention Workshop for Job Seekers: The Job Search in Foreign Languages
- Career Opportunities in Two-Year Colleges
- A Preconvention Workshop for Members of Search Committees
- A Mock Interview for Job Seekers in Foreign Languages
- Light at the End of the Job-Search Tunnel: Perspectives from Successful Candidates

For descriptions of these sessions, see the Fall 2005 *MLA Newsletter* and the convention program.

In addition, ADE and ADFL will staff the Job Counseling Service, located in the Job Information Center. Department chairs will offer their experience and expertise to job candidates (who should each bring a cover letter and a vita) in one-to-one counseling sessions. □

CONVENTION

Accommodations and Services for Persons with Disabilities

The MLA is committed to making arrangements that allow all members of the association to participate in the convention. Meeting rooms in the headquarters hotels are accessible by elevator, and the doors are wide enough to accommodate wheelchairs. There will be desks in the convention registration and information areas at the Washington Hilton (Concourse Prefunction area, Concourse level), the Marriott Wardman Park (Built-in area, Lobby level), and the Omni Shoreham (Regency Gallery, Lobby level) staffed by people who can provide assistance to convention attendees with disabilities. As noted in the Fall issue of the Newsletter, the deadline for persons with temporary or permanent disbilities to reserve specifically equipped hotel rooms was 15 November. If persons with disabilities have questions or concerns, they should contact Karin Bagnall in the MLA convention office. The convention housing form also includes a space for attendees to request particular equipment or

Shuttle Bus. A complimentary transportation service for persons with disabilities will be available throughout convention meeting hours to transport attendees with disabilities. Arrangements should be made at the desk for persons with disabilities in the Washington Hilton, the Marriott Wardman Park, or the Omni Shoreham. Further details and phone numbers will be posted in the headquarters hotel lobbies.

Sessions. Speakers are asked to bring five copies of their papers, even draft copies, for the use of members who wish to follow the written text. Speakers who use handouts should prepare some copies in a large-print format (fourteen- to sixteen-point). Speakers should indicate whether they want their papers and handouts returned. Sign language interpreters are available on request. To arrange for an interpreter, write or call Karin Bagnall by 15 November.

Karin Bagnall in the MLA convention office handles arrangements for persons with disabilities (kbagnall@mla.org).

Please report any problems on-site to the MLA staff members in the headquarters offices at the Marriott Wardman Park (Taft, Mezzanine level) or the Washington Hilton (State, Terrace level), and they will do their best to assist you. Hotel staff members may not be able to respond. □

CONVENTION

Audio- and Videotaping Guidelines for Convention Sessions

The MLA Executive Council has approved guidelines for audio-and videotaping at the MLA Annual Convention. Audio- or videotaping of sessions is not permitted at the MLA convention without permission of all those present at a session. The session organizer must have the consent of all the speakers at a session, and permission must be requested before the session through the headquarters office (Taft, Mezzanine level, Marriott Wardman Park; State, Terrace level, Washington Hilton) in order to allow taping. The session organizer will then announce to the audience that audiotaping or videotaping will take place during the session. \square

Important Information about the Job Information Center

Once again the MLA will operate a Job Information Center at the annual convention.

All candidates, departmental representatives, and interviewers who wish to use the facilities of the Job Information Center must be registered for the convention.

There will be a combined center for English and foreign languages. The center, designed to assist both job candidates and interviewers, will be located in the Ambassador Ballroom of the Omni Shoreham Hotel. Job candidates will be able to locate their interviews at the center; there will be no telephone service for interview locations.

1. Sign-In Desk for Departments. Departmental administrators or representatives who plan to hold job interviews during the convention, whether in their hotel suites or in the interview area of the Job Information Center, should sign in (indicating name, institution, hotel, and room number) at the Job Information Center so that candidates with whom they have set up interviews will be able to locate them. Although an interviewer's name may appear in "Who's Where," for security reasons hotel switchboards will not give out guests' room numbers—and are in any case extremely busy. A brief stop at the sign-in desk by a thoughtful interviewer can save much confusion and worry for candidates.

The sign-in desk will be open on 27 December from 11:00 a.m. to 8:00 p.m., on 28 December from 8:00 a.m. to 8:00 p.m., on 29 December from 9:00 a.m. to 6:00 p.m., and on 30 December from 9:00 a.m. to 12:00 noon.

- 2. Counseling Service. The Job Information Center Counseling Service affords job seekers the opportunity to discuss individual employment problems with experienced departmental administrators. While counselors cannot help candidates obtain interviews, they can offer concrete advice on such matters as the appropriate content and presentation of vitae and letters of application, the kinds of institutions to which candidates might most profitably apply, and realistic approaches to job interviews. Counselors will be on hand to speak with interested candidates during selected hours from 10:15 a.m. to 5:15 p.m. on 28 and 29 December. Appointments can be arranged through the staff member on duty in the interview area. Each counselee should bring a cover letter and vita.
- 3. Interview Area. For the convenience of departmental representatives and candidates, there will be a combined in-

terview area for both English and foreign languages within the Job Information Center. Those administrators who wish to use the interview area should schedule interviews either by writing or telephoning candidates before the convention or by leaving messages at the message center. Tables in the interview area, which will be open from 12:00 noon to 8:00 p.m. on 27 December, from 8:00 a.m. to 8:00 p.m. on 28 December, from 9:00 a.m. to 6:00 p.m. on 29 December, and from 9:00 a.m. to 12:00 noon on 30 December, will be assigned to departmental representatives on a first-come, first-served basis. Staff members will be on duty in the area to assist interviewers and candidates.

- 4. Vacancy Notices. A list of openings received too late to be included in the December Job Information List will be posted on bulletin boards in the center. Departmental representatives should submit detailed descriptions of any last-minute vacancies to an MLA staff member in the center, who will see that they are posted. Such notices may also appear in the February Job Information List, so that candidates who do not attend the convention may have an opportunity to apply.
- 5. Message Center. Open from 12:00 noon to 8:00 p.m. on 27 December, from 8:00 a.m. to 8:00 p.m. on 28 December, from 9:00 a.m. to 6:00 p.m. on 29 December, and from 9:00 a.m. to 12:00 noon on 30 December, the message center will help candidates and interviewers who have corresponded before the convention arrange specific interview times and places. The message center will not be useful to those who leave messages at random for persons with whom they have had no earlier contact and who may not even be at the convention. Such messages are rarely picked up.

While every effort will be made to assist candidates and interviewers at the Job Information Center, it should be stressed that the MLA does not have the facilities for introducing candidates and interviewers who have not corresponded before the convention. Very little open interviewing takes place at the convention. Job candidates who do not have prearranged interviews should not plan to attend for the sole purpose of seeking employment.

Meetings 1, 2, 3, 66, 82, 267, 424, 437, 438, 439, and 606 address the job situation; they should interest job seekers and administrators alike. \Box

CONVENTION

Program Issue for Members with Visual Impairments

Members with visual impairments who would like to receive a copy of the November 2005 (Program) issue of *PMLA* in a usable format should write or call June Hicks in the executive director's office (646 576-5102; jhicks@mla.org). □

CONVENTION

Registration Still Available for Annual Job Clinic on Business, Government, and Not-for-Profit Careers

Applications are still being accepted for the twenty-first annual job clinic on business, government, and not-for-profit careers at the 2005 convention. Since registration is limited, interested members are urged to write for information and registration materials as soon as possible. A full description appears in the Fall 2005 *MLA Newsletter*.

The three sessions will begin at 4:00 p.m. on Monday, 26 December, and conclude at 12:00 noon on Wednesday, 28 December. The schedule offers minimal conflict with other convention sessions.

The registration fee is \$215. Those interested should write immediately to the Job Information Service at the MLA office or call or e-mail Roy Chustek (646 576-5133; rchustek@mla.org). \Box

CONVENTION

Forum Proposals Welcome

Proposals of forums for the 2006 convention are welcome. Convention forums are large public meetings on topics of broad general interest; they may be organized by individual members, divisions, discussion groups, allied organizations, or the American Literature Section. (For information on organizing forums, see the Sept. 2005 PMLA, p. 1007.) Those interested in proposing forums are encouraged to attend the open hearing of the Program Committee at the convention (Fri., 30 Dec., 10:15-11:30 a.m., Marriott Balcony C, Marriott Wardman Park). The deadline for submission of proposals is 15 March 2006. The executive director welcomes inquiries (execdirector@mla.org). □

Profession 2006 Call for Papers

Profession is a journal of opinion about and for the modern language profession. With advice from the members of the *Profession* Advisory Committee, the editor selects articles covering a range of topics of professional concern, trying to give a voice to MLA members working in diverse subject areas and situations.

For *Profession 2006*, the members of the committee seek previously unpublished essays, of 1,800 to 5,000 words, on current intellectual, curricular, and professional trends and issues that are of importance to the field. The committee also welcomes articles on the following topics: public policy and higher education, academic freedom, campus climates (from the chilly to the overheated), and international issues (e.g., changes in academic programs abroad, teaching world languages, the situation of foreign scholars and students in a post-9/11 world).

Letters to the editor and short comments on articles in *Profession 2005*, of no more than 800 words, will also be considered. *Profession* does not publish articles by the same author two years in a row. The postmark deadline for submissions is 15 March 2006. Documentation should conform to the *MLA Style Manual*. Address materials to the editor, Rosemary G. Feal, at the MLA office. \square

CONVENTION

2006 Calendar of Dates and Deadlines for Special Sessions

Address all correspondence concerning special sessions to Stacey Courtney (MLA Convention Office, 26 Broadway, 3rd floor, New York, NY 10004-1789; scourtney@ mla.org), who will direct it to the appropriate person or to the Program Committee. Except where indicated otherwise, the deadline is the close of business on the date listed. For more-specific information, please consult the guidelines published in the September 2005 *PMLA* (pp. 1003–08).

- 5 JAN. Deadline for receipt of notices for the Spring 2006 *MLA Newsletter* announcing intent to propose a special session for the 2006 convention and inviting prospective panelists to convey their interest (submit announcements only if you wish to solicit speakers)
- 8 FEB. Spring 2006 MLA Newsletter mailed to members
- 1 APR. Deadline for receipt of requests for audiovisual equipment for the 2006 convention
- 1 APR. To ensure that formal proposals for special sessions for the 2006 convention arrive at the MLA office in sufficient time for processing and submission to the Program Committee, they must be postmarked no later than 1 April or submitted at the Web site by 1 April; hand-delivered proposals must be received at the MLA office by the close of business on 1 April.
- 7 APR. Deadline by which organizers and panelists in special sessions proposed for the 2006 convention must be listed on the MLA membership rolls
- 7 APR. Deadline for receipt of requests for waiver of membership requirements for panelists (foreign scholars and persons outside the disciplines of languages and literatures) in special sessions proposed for the 2006 convention
- 15 APR. Deadline for receipt of requests for funds for speakers (if appropriate) in special sessions proposed for the 2006 convention
- LATE MAY Notification of the Program Committee's decisions mailed to members who submitted proposals for special sessions for the 2006 convention
- MID JUNE Notification of decisions on funding requests mailed to organizers who applied for funds for speakers
- EARLY- Program copy proofs and information on date, time, and place of 2006 MID JULY special sessions sent by the convention office to organizers
- LATE JULY Deadline for receipt of corrections for special session program copy proofs for the November 2006 (Program) issue of *PMLA*
 - 26 JULY Deadline for receipt of notices for the Fall 2006 *MLA Newsletter* announcing intent to propose a special session for the 2007 convention and inviting prospective panelists to convey their interest (submit announcements only if you wish to solicit speakers)
- LATE AUG. Information on date, time, and place of 2006 special sessions to be sent by organizers to panelists
 - 17 SEPT. Deadline for receipt of notices for the Winter 2006 *MLA Newsletter* announcing intent to propose a special session for the 2007 convention and inviting prospective panelists to convey their interest (submit announcements only if you wish to solicit speakers)
- LATE SEPT. Fall 2006 MLA Newsletter mailed to members
- LATE NOV. Winter 2006 MLA Newsletter mailed to members
- 27-30 DEC. 2006 MLA convention held in Philadelphia

Calls for Papers for 2006 Convention in Philadelphia

The 2006 convention will be held in Philadelphia. Members should familiarize themselves with the guidelines for the MLA convention, which appear in the September 2005 *PMLA* (pp. 1003–08), before writing to the organizers listed below. If not provided, organizers' addresses are in the September 2005 *PMLA* and available on the MLA Web site to MLA members. All participants in convention sessions must be MLA members by 7 April 2006. 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.

Groups that announce two or more calls for papers with the same contact person list the contact person only once.

Divisions

Interdisciplinary Approaches

CHILDREN'S LITERATURE

Badness in Children's Literature. Abstracts or 8-page papers by 1 Mar.; Tammy Mielke (t.mielke@worc.ac.uk).

Early-Twentieth-Century African American Children's Literature (Pre-World War II). Abstracts or 8-page papers by 1 Mar.; Michelle H. Martin (mmichel@clemson.edu).

Prizing Children's Literature. The status and influence of book awards, book lists, and other mechanisms of distinction; their relation to canonicity, publicity, cultural capital, "brow" status. Abstracts or 8-page papers by 1 Mar.; Kenneth Kidd (kkidd@english.ufl.edu).

LINGUISTIC APPROACHES TO LITERATURE

Exploring Literary Linguistics and the Active Reader. Three sessions exploring how active readers' perception is informed by linguistic features conveying cognitive, structural, and cultural information. 300–500-word abstracts by 11 Mar.; Milton M. Azevedo (mmazeved@calmail.berkeley.edu) and K. Julia Karolle (jkarolle@jcu.edu).

WOMEN'S STUDIES IN LANGUAGE AND LITERATURE

African and African American Feminisms. Theoretical and pedagogical approaches to literature and culture. Abstracts by 1 Mar.; Sue Lanser (lanser@brandeis.edu).

Asian and Asian American Feminisms. Theoretical and pedagogical approaches to literature and culture. Abstracts by 1 Mar.; Sonita Sarker (sarker@macalester.edu).

Latin American and Latina, Chicana, and Native American Feminisms. Theoretical and pedagogical approaches to literature and culture. Abstracts by 1 Mar.; Maria Herrera-Sobek (maria.sobek@evc.ucsb.edu).

Discussion Groups

HUNGARIAN LITERATURE

Hungarian Literature and Europe. Papers exploring representations of Europe and European and East-Central European identities in Hungarian literature or discussions of the

relation of Hungarian culture to Europe. Submissions by 15 Mar.; Roland Végső (rvegso@buffalo.edu).

MLA Committees

ASSOCIATION OF DEPARTMENTS OF FOREIGN LANGUAGES

Foreign Language Education after 9/11. Paper proposals addressing changes in policies and programs in response to the events of 9/11. Proposals by 1 Mar.; Constancio Nakuma (cnakuma@clemson.edu).

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.

Mary Elizabeth Braddon after Lady Audley. Topics that expand understanding beyond Braddon's initial Victorian sensation fiction success: realism, historical novel, genre, serialization, influence, editorial work, New Woman, etc. Abstracts by 10 Mar.; Albert Sears (asears@silver.sl.edu).

Creating Culture in Modern Spanish Literature. Papers that treat any aspect of cultural formation in Spanish literature from the 18th century to the mid-20th century. 1-page abstracts by 1 Mar; Íñigo Sánchez-Llama (sanchezl@purdue.edu).

David Daiches (1912–2005): A Celebration of His Life, Work, and Achievements. Suggested topics: Scottish literature, women writers, 1611AV, critical history, modernism, New Criticism, poetry. Other topics welcome. 1-page abstracts by 1 Mar.; William Baker (wbaker@niu.edu).

Dorothy Salisbury Davis. Papers relating to mystery writer Dorothy Salisbury Davis. Notions of faith, New York, Ireland particularly welcome. Abstracts, papers, or inquiries by 1 Mar.; Peter Schulman (pschulma@odu.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 who plan to use audiovisual equipment 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.

From the FDA to Fast Food Nation: The Jungle at One Hundred. Panelists will discuss the literary, political, and social legacy of Upton Sinclair's groundbreaking 1906 novel. 1-page abstracts by 15 Mar.; Kenneth Salzer, 4314 Mahoning Ave., NW, Warren, OH 44483-1998 (ksalzer@kent.edu).

From Pasts to Posts: Rethinking Caribbean Literary Modernity. Submissions on Caribbean literature and theory that address the region's uneven (post)colonial landscape within and across territories. 1-page abstracts by 1 Mar.; Shona N. Jackson (soursop@tamu.edu).

Hypermodernity and Malaise in Contemporary French Fiction. Papers analyzing the fiction of Houellebecq, Ernaux, Echenoz, and Toussaint. Possible topics: *malaises français* and globalization, postmodern crises, modern ennui, biopolitics. Abstracts and vitae by 15 Mar.; Alain Gabon (agabon@vwc.edu).

Milton in the 1670s. 1-page abstracts by 1 Mar.; Maria Zytaruk (mzytaruk@ucalgary.ca).

Muslim Women Writing in English. Connections of religious heritage and contemporary culture. Possible authors include (poetry) Kaldas, Nye, Takara; (prose) Abu-Jaber, Bahrampour, Naqvi; (drama) Dowlatshahi, Mirza, Sharif; (films) Noujaim, Mehta, Rony. 300-word abstracts by 1 Mar.; Mera Moore Lafferty (tmlaffer@sas.upenn.edu).

Poems as Objects. Can we understand a poem as an object? How can we? Papers employing object relations theory or considering poems as objects are welcome. Abstracts or papers by 28 Feb.; Celia Carlson (carlsonc@mhcc.edu).

Spanish Golden Age and the Small College. Life as the Golden Age specialist at a smaller college or university: attracting students, curricular and extracurricular innovations, connections between research and teaching. 250-word abstracts by 15 Mar.; Michael W. Joy (mjoy@presby.edu).

Allied and Affiliate Organizations

AMERICAN ASSOCIATION FOR ITALIAN STUDIES

Carlo Gozzi (1720–1806): Theatrical, Narrative, and Poetical Counterrevolution. Gozzi's

(continued on next page)

work, his relations with other important intellectuals of his time, his literary inheritance. Francesca Savoia (savoia+@pitt.edu).

From the Marvelous to the Measured: The Italian 600–700. Rebecca Messbarger (rmessbar@artsci.wustl.edu).

ASSOCIATION FOR BUSINESS COMMUNICATION

Business, Technical, and Professional Communication: Issues, Insights, and Opportunities. Papers on any aspect of this field, including connections with linguistics, cultural studies, and literature. 1–2-page abstracts by 1 Mar.; Daphne Jameson (daj2@ cornell.edu).

ASSOCIATION FOR THE STUDY OF LITERATURE AND THE ENVIRONMENT

Feminist Ethics and Systems of Hierarchy. Exploring the interconnections among the domination of animals, women, and people of color. What place do these hierarchical systems hold in the fabric and literature of feminist ethics?

Intersections: Literature, Science, Nature. Relations among literature, science, and nature and scientific theory and literary theory. 250–300-word abstracts by 1 Mar.; Barbara Cook (bcook@mtaloy.edu).

CHILDREN'S LITERATURE ASSOCIATION

Children's Digital Literature and Culture. Intersections of children's literature and culture in digital media, including video games, Web sites, blogs, software, and digital libraries. Abstracts or 8-page papers by 1 Mar.; Cathlena Martin, Dept. of English, Univ. of Florida, PO Box 117310, Gainesville 32611 (cmartin@english.ufl.edu).

Open Session on Children's Literature. Abstracts or 8-page papers by 1 Mar.; Anne Phillips, English Dept., 102 English/Counseling Services, Kansas State Univ., Manhattan 66506 (annek@ksu.edu).

CONFERENCE ON CHRISTIANITY AND LITERATURE

"The Next Christian" and African Literature. Philip Jenkins argues that Christianity has become the religion of the South, not the West. How does the phenomenon of "world Christianity" inform African literature? Abstracts by 10 Mar.; Susan VanZanten Gallagher (gallaghe@spu.edu)

DICKENS SOCIETY

Dickens and Affect. Any aspect of Dickens and emotional expression. Topics include interiority; authenticity; contemporary psychology and science; racial, ethnic, and gender differences in the world of emotion. Abstracts and brief vitae by 15 Mar.; Carolyn Dever (carolyn.dever@vanderbilt.edu).

Victorian Futures: Beyond Nostalgia. Narrative constructions of foresight and vision; formal engagements with the future (endings, future tenses, speculation); economic engagements (time-bargains, insurance, investments); the futures of Victorian studies. Abstracts and brief vitae by 15 Mar.; Rebecca Stern (stern2@gwm.sc.edu).

JOHN DONNE SOCIETY

Amorous Delicacies: Donne and the Rhetoric of Sexuality. 8–11-page, 20-min. papers by 1 Mar.; Ilona Bell.

Donne: An Open Session. 8–11-page, 20-min. papers by 1 Mar.; Kate Frost.

LANGSTON HUGHES SOCIETY

"Madam to You": Color, Sex, and Gender in Langston Hughes. Papers that illuminate Hughes's art and imagination in regard to color, sex, and gender. 1-page abstracts and biographical statements by 7 Mar.; Dolan Hubbard (dolan.hubbard@verizon.net).

MARLOWE SOCIETY OF AMERICA

Open-Topic Session. Papers on any aspect of Marlowe studies. Detailed abstracts or 15-min. papers (e-mail attachment or hard copy) by 1 Mar.; Bruce Brandt, Marlowe Soc. of America, English Dept., Box 504, South Dakota State Univ., Brookings 57007-1397 (bruce.brandt@ sdstate.edu). □

BIBLIOGRAPHY

How to Be Included in the MLA International Bibliography

My colleagues and I are eager to include your work in the bibliography. We invite you to send us information about your articles, essays, and books that appeared in 2005 and those from before 2005 that have not previously been indexed. With the 2000 edition, we have expanded the scope of the bibliography to include rhetoric and composition and the history, theory, and practice of teaching language and literature at the college level. We have also endeavored to improve our coverage of scholarship about Arabic, Persian, and Turkish languages and literatures.

Bibliographic Information Services receives many of the periodicals on the Master List of Periodicals (found at the front of each issue of the bibliography or online through all of our vendors). Authors of journal articles may assume that their material will be indexed if the MLA receives the journal; members should check with the journal editor to be sure. Authors of monographs and articles in book collections (Festschriften, conference proceedings, books of essays, etc.) should ask the publisher to send a copy of the collection to the MLA. Authors in doubt about whether the MLA has received a journal or a book should send materials according to the following guidelines.

Articles in journals. Send an offprint or photocopy of the entire article, with the complete date, volume, and number of the jour-

nal issue in which the article appeared. Include a photocopy of the title and contents pages of the journal.

Book collections. Send the book. A single essay in a collection of essays may be indexed if the following documentation is provided: an offprint or photocopy of the essay; a photocopy of the title, copyright, and contents pages of the book; the number of pages in the book; and the ISBN.

Books by a single author. Send the book. Or send a photocopy of the title, copyright, and contents pages, together with an abstract or a photocopy of the introduction, the number of pages in the book, and the ISBN.

Bear in mind that the following kinds of writing are generally excluded from the bibliography: fiction, poetry, book reviews, unpublished dissertations, and entries in reference books.

The deadline for the receipt of material for the 2005 printed bibliography is 3 January 2006. Information received after that date will be considered for the 2006 edition. Address materials or questions to *MLA International Bibliography*, 26 Broadway, 3rd floor, New York, NY 10004-1789 (646 576-5053; fax: 646 458-0033; bibliography@mla.org).

Barbara Chen



The ADE Executive Committee met 10–11 March 2005. Standing (left to right): David J. Bartholomae, Diane M. Borden, Valerie B. Lee, Robert Barshay, Paula M. Krebs, Deborah Ellen Kaplan, Alan Meyers, Frederick L. De Naples. Seated (left to right): Robyn R. Warhol, Bette L. London, Peter W. Travis.

MEETINGS

2006 ADFL Summer Seminars

The ADFL summer seminars offer department chairs and program heads three days of intense professional exchange about life and work in departments of foreign languages. Seminars are also arranged to allow participants to enjoy the cultural and natural resources of the surroundings. The 2006 seminars will feature preseminar workshops for chairs newly appointed or just completing the first year of their appointment. Seminar East will be held 8-10 June at Hunter College, City University of New York. Annette Kym, Department of German, will host. Seminar West will be held 29 June-1 July at the University of Wisconsin, Madison. Chris Kleinhenz, Department of French and Italian, will host. Speakers and 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. □

MEETINGS

2006 ADE Summer Seminars

The ADE Summer Seminars offer chairs, directors of graduate and undergraduate studies, and writing program administrators congenial, supportive opportunities to confer with peers from departments across the country. Over three days, participants gain perspective on their departments and programs through discussion of broad issues facing the field nationally and through intensive small group sessions that focus on specific problems in departmental administration. Each seminar features a full-day Workshop for New Chairs designed especially for those about to begin or just completing a first year as department chair.

Seminar East will be held 15–18 June 2006 at the University of Tennessee, Knoxville. John Zomchick, Department of English, will host. At Seminar East, the Workshop for New Chairs and the Workshop for Directors of Graduate Study will take place from 8:30 a.m. to 3:00 p.m. on 15 June.

Seminar West will be held 26–29 June 2006 in Blaine, Washington. Cohosting are English department chairs Gernot Wieland, University of British Columbia, and Richard Dunn, University of Washington. At Seminar West, the Workshop for New Chairs will take place from 8:30 a.m. to 3:00 p.m. on 26 June.

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

BOOK NEWS

Two New MLA Titles to Be Published

Scheduled for December release, *Approaches to Teaching Shakespeare's* Othello is edited by Peter Erickson and Maurice Hunt. Part 1, "Materials," is designed to help instructors manage the wealth of resources available for teaching *Othello*. The editors assess editions of *Othello* and of Shakespeare's collected works; review the textual history of the play; survey studies that address gender and race as historical concepts; and examine visual representations of *Othello*, particularly film adaptations. The essays in the second part, "Approaches," are divided into six topical sections. The first group considers race in *Othello*, in the Renaissance, and in the contemporary classroom. The second section addresses male desire, the fluidity of gender roles, and competing male and female fantasies. The generic forces that shape *Othello* are examined in the third section. The final sections explore classroom strategies, survey performances of the play, and formulate innovative ways to teach the sources and analogs of *Othello*. The volume costs \$37.50 (MLA members \$30.00) in cloth and \$19.75 (MLA members \$15.80) in paperback.

The eighty-seventh volume in the MLA series Approaches to Teaching World Literature, Approaches to Teaching the Novels of Samuel Richardson, edited by Lisa Zunshine and Jocelyn Harris, is to be published in January. Part 1, "Materials," surveys available editions of Richardson's works, including his letters and published commentary; evaluates background materials, from his prefaces for the various editions of Pamela to parodies and dramatic renditions of his novels; and reviews biographies, critical studies, background reading on eighteenth-century literature, and Web resources. A survey of experienced instructors identifies successful assignments for both undergraduate and graduate students, including some designed to help students understand the shifting viewpoints of the epistolary novel. Part 2, "Approaches," is divided into four sections, one on the background of Richardson's novels and one each on Clarissa, Pamela, and Sir Charles Grandison. Contributors suggest ways to teach these novels in a variety of courses, including surveys. Essays explore the meaning of religion to Richardson's characters and to his contemporaries; discuss how his work as a printer influenced the physical appearance of his novels; show how to engage students in the debates about feminism and patriarchal ideology in the novels; and consider why Richardson revised so extensively and how his revisions both responded to and affected his reception. Classroom exercises use the Web to compare online editions of Richardson's novels and to create interactive versions of them. The cloth volume will cost \$37.50 (MLA members \$30.00), and the paperback volume will cost \$19.75 (MLA members \$15.80).

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. \Box

BOOK NEWS

Call for Prospectuses in the Teaching Languages, Literatures, and Cultures Series

The board for the MLA series Teaching Languages, Literatures, and Cultures welcomes prospectuses for new volumes. Volumes in the series address a range of issues in the fields of language and language acquisition. The board looks for innovative work by those who teach various languages; by language-teaching specialists; by researchers and scholars in literature, culture, and language; and by those from other disciplines, such as art or art history, who teach a foreign language or teach foreign cultures. The board especially hopes to develop volumes on the following topics: teaching the culture or civilization course; implementing study-abroad programs, particularly those situated in postcolonial societies; and teaching advanced undergraduate literature courses in the context of language acquisition. The series guidelines are available on the MLA Web site (http://www.mla.org/pub_guidelines_tllc). Address inquiries and prospectuses to David G. Nicholls, director of MLA book publications (dnicholls@mla.org). \square

BOOK NEWS

Call for Contributions in Approaches Series

For the series Approaches to Teaching World Literature, the Publications Committee has approved development of *Approaches to Teaching the Works of Ngũgĩ wa Thiong'o*, to be edited by Oliver Lovesey.

If you wish to contribute to the volume, please send your name and mailing address to Jeremy George at the MLA office by 15 January 2006 (fax: 646 458-0030; jgeorge@mla.org). □

Classified Advertisements

Address all advertisements to MLA
Newsletter, MLA, 26 Broadway, 3rd
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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.

Fellowship Announcement (2006–07): Harvard University's Charles Warren Center for Studies in American History invites applications from scholars of the arts, ethnic and gender studies, and history, to participate in a year-long workshop considering the relevance of modern war to American culture and artistic expression. Deadline: January 15, 2006. Complete description (including eligibility guidelines) and application available at www.fas .harvard.edu/~cwc.

Massachusetts Historical Society fellowships. In 2006–2007, the MHS will offer over 30 fellowships, including long-term (thanks to support from the NEH), regional (through the New England Regional Fellowships Consortium), and short-term. Deadlines vary. For details, see the fellowship page at the Society's Web site, http://www.masshist.org/fellowships/, or contact Cherylinne Pina (617) 646-0513.

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a.	Total No. of Copies		_
	(Net Press Run)	32,375	31,500
b.	Paid and/or Requested		
	Circulation		
	1. Paid/Requested Outsid	de-	
	County Mail Subscript		
	Stated on Form 3541	28,481	28,683
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	Subscriptions	1,044	1,019
	3. Sales through Dealers	and	
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h.	Copies Not Distributed	1,667	1,714
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D E A D L I N E S

Fellowships and Grants

The following list includes fellowships and grants that have deadlines between 1 January and 31 March. More-specific information, such as eligibility, description of grants, number of grants awarded, and sources for further details, can be found in the September 2005 PMLA (pp. 1386–402).

JANUARY

- 5 American Research Center in Egypt
- 5 National Foundation for Jewish Culture Dissertation Fellowships
- 6 Center for the Critical Analysis of Contemporary Culture, Rutgers University
- 6 International Center for Advanced Studies at New York University
- 6 Yale University Agrarian Studies
- 10 American Association of University Women Educational Foundation
- 10 John Carter Brown Library
- 10 Newberry Library
- 10 Rockefeller Foundation
- 10 United States Institute of Peace
- 13 American Council of Learned Societies Fellowships and Grants
- 13 Institute of Historical Research Mellon Fellowships for Dissertation Research in the Humanities
- 15 American Antiquarian Society
- 15 American Association of University Women Educational Foundation
- 15 Archaeological Institute of America
- 15 Beinecke Rare Book and Manuscript Library
- 15 Camargo Foundation
- 15 Gilbert Chinard, Harmon Chadbourn Rorison, and Edouard Morot-Sir Fellowships
- 15 Kosciuszko Foundation
- 15 Phi Beta Kappa Society Mary Isabel Sibley Fellowship
- 15 Winterthur Research Fellowships in American Art, History, and Culture
- 15 Yale Center for British Art
- 18 Robert Penn Warren Center for the Humanities, Vanderbilt University
- 27 Erasmus Institute
- 31 Belgian American Educational Foundation
- 31 Institute of Advanced Studies–Mellon Fellowships at the National Foreign Language Center
- 31 W. Ormiston Roy Memorial Fellowship

FEBRUARY

- 1 University of California, Los Angeles, Center for Seventeenth- and Eighteenth-Century Studies
- University of California, Los Angeles, William Andrews Clark Memorial Library
- 1 Children's Literature Association
- 1 Friends of the University of Wisconsin, Madison, Libraries Grants-in-Aid
- 1 IREX (International Research and Exchanges Board)
- 1 Midwest Victorian Studies Association
- 1 Harry Ransom Humanities Research Center
- 11 Linguistic Institute Fellowships
- 15 American Institute for Maghrib Studies
- 15 American Numismatic Society
- 15 National Council of Teachers of English Research Foundation
- 15 National Women's Studies Association
- 15 Phi Sigma lota Awards in Foreign Languages
- 15 Swann Fellowship
- 16 American Psychoanalytic Association Fellowship Program
- 28 Memorial Foundation for Jewish Culture

MARCH

- 1 American Academy in Rome
- 1 American Classical League
- 1 American Philosophical Society
- 1 Library Company of Philadelphia and Historical Society of Pennsylvania
- 1 Newberry Library
- 15 American Handel Society Research Fellowship
- 15 Hemingway Research Grants
- 15 IREX (International Research and Exchanges Board)

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

DECEMBER

- 1 Preregistration deadline for the 2005 convention
- 10 Deadline for receipt of MLA election ballots (covering contests for second vice president, Executive Council, Delegate Assembly, and division executive committees)
- 12 Deadline for receipt of 2005 convention addresses for "Who's Where"

IANUARY

- 2 Deadline for receipt of offprints and books for inclusion in the 2005 MLA International Bibliography
- 5 Deadline for receipt of convention calls for papers for the Spring 2006 MLA Newsletter
- 13 Deadline for receipt of departmental administrators' job listings for the February 2006 *Job Information List*
- 20 Deadline for receipt of field bibliographers' submissions for inclusion in the 2005 MLA International Bibliography
- 31 Deadline for receipt of proposals for honorary members and fellows

MARCH

- 1 Deadline for receipt of entries for the 2006 James Russell Lowell Prize competition for books published in 2005
- 1 Deadline for receipt of *MLA International Bibliography* fellowship applications
- 3 Deadline for receipt of departmental administrators' job listings for the April 2006 *Job Information List*
- 15 Deadline for receipt of forum proposals for the 2006 convention
- 15 Postmark deadline for submissions for Profession 2006
- 31 Deadline for submission of manuscripts for the *PMLA* special topic Remapping Genre

APRII.

- 1 Deadline for receipt of entries for the Aldo and Jeanne Scaglione Award for a Translation of a Literary Work and the MLA Prize for a First Book for books published in 2005
- 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 2006 convention
- 1 Postmark deadline for requests for audiovisual equipment for the 2006 convention
- 7 Deadline for receipt of requests for waiver of membership requirements for participants in the 2006 convention; organizers and panelists at the 2006 convention must be listed on MLA membership rolls
- 15 Deadline for receipt of requests for funds for speakers at the 2006 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 2006 competitions for works published in 2005 for the MLA Prize for Independent Scholars, the Howard R. Marraro 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 2004–05 for the MLA Prize for a Distinguished Bibliography and the Aldo and Jeanne Scaglione Prizes for Studies in Germanic Languages and Literatures; for works published in 2002–05 for the Fenia and Yaakov Leviant Memorial Prize

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