

N E W S L E T T E R

#### In This Issue

- 1 2004 Election Results
- *President's Column Domna C. Stanton* A sense of activism
- 4 Editor's Column Rosemary G. Feal
  A conversation with Bruce Cole,
  chairman of the National Endowment
  for the Humanities

#### **BIBLIOGRAPHY**

MLA Bibliography fellowships 31

#### **BOOK NEWS**

Call for proposals in World Literatures
Reimagined series 6
Call for essay proposals for MLA volume
Teaching the Graphic Novel 6
Two new MLA titles published 7
Call for contributions in Approaches
series 31

#### **COMMITTEES**

Scholars at Risk and the MLA 29

#### **CONVENTION**

Department chairs' hotel reservations 2 Calls for papers for 2005 convention 8

#### **GOVERNANCE**

 $\begin{array}{ll} {\rm Membership\ ratification\ vote} & 6 \\ {\rm Summary\ of\ Delegate\ Assembly\ actions\ in} \\ {\rm Philadelphia} & 7 \end{array}$ 

#### **GRANTS AND PRIZES**

Winners of MLA prizes announced 1

#### **MEETINGS**

2005 ADE Summer Seminars 29 2005 ADFL Summer Seminars 29

#### **MLA WEB SITE NEWS**

Members' information online 28

#### Other News and Announcements

Correspondence 30
Classified advertisements 31
Fellowships and grants deadlines 31
Upcoming MLA deadlines 32

See page 28 for news on the online directory of MLA members.



Toni Morrison at the session "The Future of the Humanities in a Fragmented World."

#### 2004 Election Results

In the elections conducted last fall, Michael Holquist (comparative literature, Yale Univ.) was elected second vice president of the association. Holquist will serve in that office in 2005, will become first vice president in 2006, and will succeed to the office of president in 2007.

Mary N. Layoun (Univ. of Wisconsin, Madison), Hortense J. Spillers (Cornell Univ.), and Priscilla Wald (Duke Univ.) were elected members of the Executive Council for the term 2005–08. Layoun represents a field defined as "other" by the MLA constitution (art. 8.A.5), and Spillers and Wald represent the field of English (including American). In terms of membership categories, all are regular members of the association.

Fifty-six new representatives were elected to the Delegate Assembly. Eighteen delegates were elected to represent special-interest categories in the assembly, and thirty-eight 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 2005 *PMLA*.

In addition, eighty-two members were elected to the division executive committees. Their names will also appear in the September 2005 PMLA.  $\Box$ 

GRANTS AND PRIZES

#### Winners of MLA Prizes Announced

The winners of twelve annual prizes and five biennial awards given by the MLA were recognized at the 2004 MLA convention in Philadelphia. Domna C. Stanton, 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:** Rolf J. Goebel, "Berlin's Architectural Citations: Reconstruction, Simulation, and the Problems of Historical Authenticity" (*PMLA*, October 2003)

James Russell Lowell Prize: Giancarlo Maiorino, At the Margins of the Renaissance: Lazarillo de Tormes and the Picaresque Art of Survival (Penn State University Press). Honorable Mention: Brent Hayes Edwards, The Practice of Diaspora: Literature, Translation, and the Rise of Black Internationalism (Harvard University Press). Honorable Mention: Robert Pogue Harrison, The Dominion of the Dead (University of Chicago Press)

Modern Language Association Prize for a First Book: Paul K. Saint-Amour, *The Copywrights: Intellectual Property and the Literary Imagination* (Cornell University Press)

Kenneth W. Mildenberger Prize: Janina Brutt-Griffler, World English: A Study of Its Development (Multilingual Matters Ltd). Honorable Mention: Ken Hyland, Second Language Writing (Cambridge University Press).

Mina P. Shaughnessy Prize: Catherine Prendergast, Literacy and Racial Justice: The Politics of Learning after Brown v. Board of Education (Southern Illinois University Press). Honorable Mention: Gerald Graff, Clueless in Academe: How Schooling Obscures the Life of the Mind (Yale University Press)

Modern Language Association Prize for Independent Scholars: Dana Phillips, *The Truth of Ecology: Nature, Culture, and Literature in America* (Oxford University Press)

Howard R. Marraro Prize: Marilyn Migiel, A Rhetoric of the Decameron (University of Toronto Press). Honorable Mention: Robert Henke, Performance and Literature in the Commedia dell'Arte (Cambridge University Press)

**Katherine Singer Kovacs Prize:** Diana Taylor, *The Archive and the Repertoire: Performing Cultural Memory in the Americas* (Duke University Press)

Aldo and Jeanne Scaglione Prize for Comparative Literary Studies: Alessia Ricciardi, The Ends of Mourning: Psychoanalysis, Literature, Film (Stanford University Press). Honorable Mention: Barbara Johnson, Mother Tongues: Sexuality, Trials, Motherhood, Translation (Harvard University Press). Honorable Mention: Susanne Kord, Women Peasant Poets in Eighteenth-Century England, Scotland, and Germany: Milkmaids on Parnassus (Camden House)

Aldo and Jeanne Scaglione Prize for French and Francophone Studies: R. Howard Bloch, *The Anonymous Marie de France* (University of Chicago Press). Honorable Mention:

Réda Bensmaïa, Experimental Nations; or, The Invention of the Maghreb (Princeton University Press)

Aldo and Jeanne Scaglione Publication Award for a Manuscript in Italian Literary Studies: Donald Beebe, Anne Borelli, and Maria Pastore Passaro, *The Selected Writings of Girolamo Savonarola: Religion and Politics, 1490–1498* (Yale University Press)

Aldo and Jeanne Scaglione Prize for Studies in Germanic Languages and Literatures: John Zilcosky, Kafka's Travels: Exoticism, Colonialism, and the Traffic of Writing (Palgrave Press). Honorable Mention: Jonathan M. Hess, Germans, Jews, and the Claims of Modernity (Yale University Press)

Aldo and Jeanne Scaglione Prize for a Translation of a Literary Work: Mary Hudson, Fable for Another Time, by Louis-Ferdinand Céline (University of Nebraska Press). Honorable Mention: Eliot Weinberger, Altazor; or, A Voyage in a Parachute: Poems in VII Cantos (1919), by Vicente Huidobro (Wesleyan University Press)

Modern Language Association Prize for a Distinguished Bibliography: Bege K. Bowers and Mark Allen, *Annotated Chaucer Bibliography*, 1986–1996 (University of Notre Dame Press)

William Sanders Scarborough Prize: Joanna Brooks, American Lazarus: Religion and the Rise of African-American and Native American Literatures (Oxford University Press). Honorable Mention: Thadious M. Davis, Games of Property: Law, Race., Gender, and Faulkner's Go Down, Moses (Duke University Press). Honorable Mention: Susan Gillman, Blood Talk: American Race Melodrama and the Culture of the Occult (University of Chicago Press)

MLA Prize in United States Latina and Latino and Chicana and Chicano Literary and Cultural Studies: Rosa Linda Fregoso, MeXicana Encounters: The Making of Social Identities on the Borderlands (University of California Press)

Fenia and Yaakov Leviant Memorial Prize: Dov-Ber Kerler, The Origins of Modern Literary Yiddish (Oxford University Press)

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 about any of the prizes, call or write the coordinator of book prizes at the MLA office (646 576-5141; awards@ mla.org).  $\square$ 

#### CONVENTION

### **Department Chairs' Hotel Reservations**

In August 2005 the MLA convention office will mail chairs of departments that are paid members of ADE or ADFL by 1 May 2005 early information about making hotel room reservations for the MLA convention. 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' 2004–05 membership status should contact Roy Chustek at the MLA office (646 576-5133; rchustek@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.

PRESIDENT'S COLUMN

#### A Sense of Activism

"At MLA... what you write is what you are," states Nancy Cook, the professorial heroine of Murder at the MLA: "scribo ergo sum" (61). D. J. H. Jones's murder mystery about the messy demise of both the chair of Wellesley College's interviewing committee and the University of Arizona's formidable theorist at an MLA convention is one of those contemporary fictional texts that satirize the academy's purported critical priorities and their exponents, those "Trendies... who can't teach anything except Advanced Narcissism," says Cook (122). She argues for different priorities that would connect the academy to "the real world" (121): teaching literacy as a required graduate course and redefining committee service to include feeding the hungry.

Leaving aside the importance of these activities, Jones's opposition between "arcane" criticism and meaningful work in the world reproduces the old, familiar split between theory and practice, a split belied by the social and political implications of feminist, Afro-American, postcolonial, Native American, Holocaust, disability, and gay, lesbian, and queer studies, among a number of contemporary fields. Indeed, the theory-practice opposition, as Raymond Williams argued, broke down in the late Hegel through the idea of praxis, a term "intended to unite theory with the strongest sense of practical activity" (268). At bottom, every act of interpretation is an act, "is always an act," emphasizes Adam Schatz in a moving tribute to Derrida's oeuvre as engaged critique (55). Scholarship and teaching are also acts; so are many forms of service for improving the workings of the academy. And like all acts, those of the teacher-scholar inevitably involve a politics and an ethics.

These reflections are impelled by the difficulties of our situation today. As I write this column, the nation is mired in war in Iraq, part of a war without visible end against terrorism, and, in recent weeks, the world has been struck by a disaster that has claimed hundreds of thousands of lives. In the face of man-made and natural catastrophes, we reflexively question the meaning of our work: "a quoi bon?," "so what that we teach classes, do scholarship, serve on committees?" That mode of self-questioning, never absent from meaningful praxis, is compounded for us teacher-scholars in the MLA by the way that (some) others see us, frame us, first and always at our annual convention. This year, for all the substantive, thoughtful articles in the *Philadelphia Inquirer*, the *Chronicle of Higher Education*, and the online journal Inside Higher Ed, the New York Times on the morning of 27 December did an all-too-familiar two-step: it sought out paper titles it found outré and pronounced the work of literary scholars irrelevant. And yet it is also undeniable that the fields the MLA represents, like the humanities in general, are suffering from both a local assault on their already diminished resources and widespread indifference to their constitutive role in society's capacity to understand and to imagine.

I suspect that many of the 30,000 members of the MLA were more involved in activist politics in 2004 than in many a decade. It is all the more important at this juncture, then, to channel that activism to our diverse professional and intellectual praxes and to become advocates for the values of a humanistic academy. In this column, I outline three areas of activity that may provide some response to the "so what?" question for our work.

1. We can frame the goals of our teaching as a conversation predicated on questioning that can help students think criti-

cally of texts, representations, received wisdom or pieties, their own and our own included. Thus critical thinking can help us examine the typology of the red state versus the blue state and the stakes involved in the construction of "a divided nation." To use the classroom, as Gerald Graff has written, to teach the conflicts is also to show how conflicts can be negotiated through discursive means that respectfully sustain differences. So doing, teachers can help form and inform citizens of the world who are committed to open, critical inquiry, tolerance for opposing views, and an ethics of responsibility for what we do and don't do to others.

2. Locally as colleagues, nationally as members of a profession of languages and literatures, we need to become engaged in the problematic state of scholarly publishing and, correlatively, to think self-critically of the procedures we use to evaluate the scholarship of others. In this process, we should affirm and reward the many forms that scholarship assumes independently of its external legitimation as publication. Those of us who are already in senior ranks of our profession bear special responsibility toward younger teacher-scholars: satisfaction with an unexamined status quo is ethically irresponsible. Accordingly, in May 2004, the MLA created a task force on these issues that has already benefited from members' communications, interviews with administrators, and a discussion with editors of learned journals and that is undertaking an extensive survey of the views of department chairs. As chair of the task force, I plan to report in future columns on the results of our findings and deliberations.

3. Individually on our campuses, in our towns and states, and collectively as a national organization in alliance with other associations, we the MLA must become more effective advocates for the values of—and in—our teaching and scholarship. We must learn to convey the necessity of humanistic study to young people, their parents, legislators, and the public at large, and by our praxis we must discredit the stereotype of the arcane and self-indulgent, radical and yet somehow leisure-filled work of the humanities professor. To argue that it is pointless to try or that we've done all we could is, quite simply, bad faith. We are "embarqués," as Pascal would say; we have no choice but to act to change the images and representations that negate or distort who we claim to be.

There are, of course, a host of other issues facing the MLA today, but for now I mention two areas of particular importance to me this year that I hope to discuss in future columns. The first is to expand the project on language and national security that Mary Pratt undertook for the MLA during her presidency, the efforts to be an interlocutor with various governmental agencies involved in teaching languages and the promoter of a more capacious, humanistic vision of multilingualism, which can help North Americans understand one another at home and a host of others abroad. The second is to encourage the conjuncture of the humanities and human rights, an interdisciplinary praxis whose time has come as economic, social, and cultural rights have increasingly preoccupied the international rights movement. Ideally, this work will bring together the analytical and interpretative rigor of the humanist and the political and ethical commitments of the rights advocate.

Happiness is activity in accordance with excellence, we read in the *Nicomachean Ethics*; and the same ideal can hold for humanistic work today: *facio ergo sum*.

I welcome your comments.

Domna C. Stanton

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

### A Conversation with Bruce Cole, Chairman of the National Endowment for the Humanities

As vice president of the National Humanities Alliance, I am in frequent contact with Bruce Cole, the eighth chairman of the National Endowment for the Humanities. The Executive Council met with Cole and staff members of the NEH on two occasions, once in Washington, DC, at the NEH offices (12 November 2003), and once in New York, at the May 2004 council meeting. In our conversations, we have spoken about the role the NEH plays in the scholarly careers of MLA members, the recent directions the NEH has taken, and the importance of enlightened federal funding of the humanities. The interview transcribed below took place in November 2004.

Cole came to the endowment in December 2001 from Indiana University, Bloomington, where he was Distinguished Professor of Art History and Professor of Comparative Literature. He has written fourteen books, including *The Renaissance Artist at Work; Sienese Painting in the Age of the Renaissance; Italian Art, 1250–1550: The Relation of Art to Life and Society; Titian and Venetian Art, 1450–1590;* and Art of the Western World: From Ancient Greece to Post-modernism. His most recent book is The Informed Eye: Understanding Masterpieces of Western Art.

Rosemary G. Feal: Since the NEH's creation, several generations of members of the Modern Language Association have been the recipients of fellowships to support their work in the modern languages and literatures. How would you describe the importance of these individual grants within the framework of the mission of the endowment?

Bruce Cole: In a word, essential. Fellowships foster the expansion of knowledge in a way that large institutional grants cannot. And the products of such basic scholarship inform everything we do at the NEH, from museum exhibitions to television programs to documentary editions. Because of the support of the administration and Congress, we have been able to increase the number of fellowships by fourteen percent over the last three years. I can also say that NEH fellowships have a powerful and beneficial effect on scholarly careers. When I received an NEH fellowship as a young scholar, it was a pivotal moment in my intellectual and professional growth.

**RGF:** In what ways do you think NEH-sponsored knowledge can make its way from the level of the individual researcher to the level of the broad social arena where it might have the greatest impact? How can scholars help make work in the humanities more visible and more appreciated in this country?

**BC:** The support and dissemination of scholarly knowledge is the central idea behind the Humanities Endowment. We are provided with taxpayer support because we are expected to

share the wisdom of the humanities with the American people. As I just mentioned, we expect all NEH grant programs to take full advantage of the best scholarship. By serving as peer-review panelists, scholarly advisers, and even project directors, MLA members can play a role in bringing their best work to a broad public. I would also suggest taking part in the dynamic work of the state and territorial humanities councils. They run speakers' bureaus and grant programs of their own to bridge the gaps between the ivory tower and the public. I would encourage scholars to think creatively about ways to communicate directly with the public in their writing, teaching, and civic lives.

**RGF:** I suspect you agree that some projects that may have great importance to scholars will remain fairly inaccessible to a wide sector of society precisely because they are highly specialized and most likely of interest to a relatively small number of scholars engaged in the topic.

BC: I believe that, while we address broad national needs, the NEH has a special obligation to support even very specialized scholarship on the fine details of small subdisciplines. Such work can be extremely important to a particular field and may also yield unexpected connections and broader lessons. The NEH exists to support things that others cannot or will not fund—from massive endeavors like the National Digital Newspaper Project to seemingly obscure forms of scholarship.

**RGF:** It has been argued that the humanities are losing cultural capital in what many see as an increasingly technobureaucratic society. What is your view?

BC: I do think that the humanities and liberal arts sometimes get shuffled aside in the pursuit of more narrowly conceived preprofessional education. On the other hand, great moral questions and the consequences of history play out in our public life every day. The best-seller lists, ratings of outlets like the History Channel, and other cultural indicators show that the public is deeply interested in learning more about humanities subjects like the study of the past. The humanities really are essential to public and private life. Because of that fact, there is and always will be a thirst for the humanities. I think our challenge is to bring the best of the humanities to these interested readers and learners—both young people and adults. Scholars need to reach inquiring minds in formal educational settings and outside the academy. Scholarly discourse need not always exclude the intelligent layman; not every book should be written solely for fellow specialists.

**RGF:** It's an unfortunate cliché that in the United States we don't know enough about the history of our country, we don't

know very much at all about other countries, we don't master languages other than English unless we are brought up speaking them, we don't read serious literature, we can't write well, and so on. Do you think people said the same thing a century ago, when only a small elite had access to the kind of education that offers advanced study in language, history, and literature, all fields of humanistic inquiry?

BC: Like many clichés, concern about Americans' knowledge—of our past, our culture, and our world—is expressed so often because it is well-grounded in fact. The whole purpose of our education system, the public schools and (especially after the GI Bill) higher education, is to share an "elite" educational experience with as many people as we can. I don't think it is too much to hope that the fifty-seven percent of twelfth graders who perform at the "below basic" level on national tests in United States history can be better served by our educational system. I know from my own experience in the classroom that there is a heavy price to pay when you can assume little historical, literary, or geographical knowledge on the part of your students.

**RGF:** For many MLA members, involvement with an NEH Summer Seminar or Institute is a highlight of their intellectual and academic career. Whether it is leading a seminar for high school teachers or directing or participating in a seminar for college faculty members, the experience is often transformative. What do you think makes it so?

BC: Teaching is a calling and a craft. In the college class-room as much as primary and secondary schools, sharing knowledge is a learned skill and an intellectual exercise in itself. NEH seminars and institutes—as well as our new workshops at American history landmarks—offer both the opportunity to learn more about a subject and to focus on teaching skills. The reaction you describe is not unusual. I've read the participant evaluations, and many people find these summer programs to be career milestones. They don't often get the chance to be immersed so deeply in a compelling topic, to enjoy the camaraderie of a small group of faculty members and participants, and to perfect teaching methods. I hope more MLA members take advantage of such opportunities.

**RGF:** NEH has many ways to foster the study of literature, language, and other humanistic learning. MLA members are particularly interested in knowing more about the current status at the NEH of literary studies, including those that cover texts not written in English.

BC: The study of literature, in English and other languages, remains one of the pillars of the humanities and the work of the NEH. In addition to fellowships, seminars and institutes, and public programs dealing with literary studies, the NEH supports translation projects and major reference works. We are helping to build and maintain the scholarly infrastructure needed for the study of literature in a variety of languages. I should also mention that NEH is working with the National Science Foundation to document and preserve hundreds of disappearing languages. It's an urgent project for the protection of our world heritage.

**RGF:** What is your assessment of the health of scholarly publishing today, especially with respect to scholarly editions?

BC: At the NEH we are deeply committed to supporting documentary editions and major reference works. Everyone can see that the publishing environment is undergoing some dramatic changes. There is a great deal of uncertainty about trends in printing, technology, and price. At the NEH, we are encouraging experimentation in digital alternatives to let-

terpress editions and paper publishing. For instance, we are supporting Stanford's Encyclopedia of Philosophy—a dynamic, constantly updated digital resource. The same sort of experimentation is under way at scholarly journals and other serial publications. It will take some time to sort out, but I share the hope of many observers that the digital revolution will ultimately provide solutions for scholars in need of an outlet for their work and for libraries seeking access to affordable information. At the same time, I don't believe that books are in any danger of going out of style. No one has yet fashioned an electronic replacement for the permanence of the printed word. Books remain the best single vessel for the preservation and transmission of ideas.

**RGF:** As a scholar of Renaissance art, one of the most recognizable fields to the general public, how do you assess the importance of scholarly inquiry into such areas as mainstream Hollywood films, popular musical genres like rap and salsa, graphic novels, and other forms of mass cultural production?

**BC:** I didn't realize that the study of Italian Renaissance art was considered to be such a popularly accessible subject—maybe that's a post-*Da Vinci Code* phenomenon. In all seriousness, though, I see the NEH as a sustainer of the best of scholarship on "traditional" topics and—just as important—as an incubator of scholarly innovation. Nurturing promising experimentation is part of the role of the NEH. I think a review of lists of our recent grants will confirm that we are fulfilling that role. Ultimately, our sole criterion is excellence.

RGF: We the People has been a signal innovation and a major source of additional funding for the NEH under your leadership. Because it is named We the People, many scholars might assume that the primary thrust of the initiative is American history of the earlier periods. Whenever I've heard you and your senior staff describe the project, however, it's clear that language and literary scholars do work that is appropriate to We the People. How would you characterize the historical scope of the project and the relation between the earlier and later historical periods?

BC: The We the People initiative has included and will continue to support projects that deal with the full range of American history, culture, letters, linguistics, and art. We are proud of the diversity and excellence of the projects funded under the We the People initiative. We are not attempting to mandate a particular view or set of themes, nor do we try to prescribe methods or conclusions. Our sole concern is to support the finest scholarship on these subjects and to share that knowledge with the American people.

**RGF:** I think it's clear why humanists value the NEH, but what can MLA members do concretely to support the endowment?

**BC:** I hope that MLA members will serve on peer-review panels and take part in NEH-funded programs as advisers, participants, and applicants. They can also share information about the NEH with their colleagues and institutions. I encourage scholars to explore the work of the endowment at our Web site (www.neh.gov) and by reading *Humanities* magazine.

**RGF:** What do you think is effective when we try to communicate the importance of our scholarly work to members of Congress?

**BC:** The National Humanities Alliance has been an able advocate for the humanities in Washington. The NHA's very able staff can offer the best advice for scholars wishing to communicate with Congress.<sup>1</sup>

Rosemary G. Feal

#### GOVERNANCE

#### **Membership Ratification Vote**

In December 2003 the Delegate Assembly approved four 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 an honorary member. The results of these membership ratification votes are presented below.

Members ratified the election of Lina Bolzoni to honorary membership in the association. She has been invited to accept the honor. The membership also ratified the four resolutions. The preamble and text of each resolution are printed below.

#### Resolution 2003-1

Whereas in wartime, governments commonly shape language to legitimate aggression, misrepresent policies, conceal aims, stigmatize dissent, and block critical thought; and

Whereas distortions of this sort proliferate now, as in the use of the phrase "war on terrorism" to underwrite military action anywhere in the world; and

Whereas we are professionals committed to scrupulous inquiry into language and culture;

Be it resolved that the Modern Language Association support the right of its members to conduct critical analysis of war talk in public forums and, as appropriate, in classrooms.

#### Resolution 2003-2

Be it resolved that the Modern Language Association recommend that all members of the Yale community concerned with the question of union representation of graduate student teaching assistants take steps toward finding common ground for dialogue and establishing an atmosphere of mutual respect, and

Be it further resolved that the MLA urge the parties to find a mutually acceptable forum for reaching some understanding about conduct that members of the Yale community regard as a genuine threat to their freedom of expression. That forum could be the NLRB if all parties so agreed, or it could be another forum approved by the parties.

#### Resolution 2003-3

Whereas the USA PATRIOT Act grants the United States government unwarranted power over investigations of terrorism, including the right to mount surveillance without court order on reading habits, Web browsing, e-mail activity, and library borrowing and

Whereas the rights and academic freedom of those who engage in critical inquiry and political activism may be violated by this surveillance; and

Whereas citizens and noncitizens have already been detained or deported under this Act;

Be it resolved that the MLA urge the repeal of the USA PATRIOT Act because it infringes on the rights of members of the academic community and those whom they serve.

#### Resolution 2003-4

Whereas recent congressional legislation and hearings such as those related to Title VI funding represent a trend toward increased policing and censorship of higher education; and

Whereas the critical approaches of students and scholars in the humanities have often been the focus of these proceedings; and

Whereas international students and scholars across North America are especially likely to be targeted by this trend;

Be it resolved that the MLA oppose federal legislation such as HR 3077 that seeks to impose government controls on academic inquiry that create a hostile environment for teaching and learning.  $\Box$ 

#### BOOK NEWS

### Call for Proposals in World Literatures Reimagined Series

With the release of Earl E. Fitz's Brazilian Narrative Traditions in a Comparative Context, the inaugural volume in the series World Literatures Reimagined (see p. 7), edited by Roland Greene (Stanford Univ.), the Publications Committee encourages and invites members to submit proposals for new books. Written by specialists but addressed to a wide audience, books in the series consider particular literatures in an international context. Volumes may address literary history, interpretation, or pedagogy. They may deal with periods within national literatures, with genres or topics, or with other ways of organizing literary traditions, exploring in the process the opportunities and problems of cross-cultural studies. Of particular interest at the moment are proposals for volumes dealing with literatures of Africa, South Asia, or the Pacific Rim; a particular genre considered in an uncommonly comparative scope; and a particular topographical issue (e.g., island literatures) as a central theme. Books may be edited collections or singly or jointly authored. Proposals for projects at early stages as well as inquiries regarding completed manuscripts are welcome. Guidelines for the series are available at the MLA Web site (www.mla .org). Please send proposals or inquiries to Sonia Kane at MLA headquarters (fax: 646 458-0030; skane@mla.org). □

#### BOOK NEWS

### Call for Essay Proposals for MLA Volume Teaching the Graphic Novel

For the MLA's Options for Teaching series, the Publications Committee has approved development of the volume Teaching the Graphic Novel, edited by Stephen E. Tabachnick. As currently projected, the volume will be aimed at nonspecialists—those who occasionally teach a graphic novel or wish to do so—as well as at those who already teach courses in the graphic novel. The volume will include sections on theoretical and historical issues, aesthetic issues, social issues, course contexts, and teaching specific graphic novels and graphic novelists. The book will also offer a bibliography and list of resources for further study. Given the interdisciplinary and international nature of the graphic novel, submissions are welcome from faculty members in diverse fields (literatures in English and other languages, film, art, graphic design, philosophy, history, and political science, among others). One-page abstracts should be emailed to stbchnck@memphis. edu by 1 May 2005, although the editor encourages preliminary inquiries well before the deadline. Abstracts can also be mailed to Stephen Tabachnick, English Dept., Patterson Hall Room 467, Univ. of Memphis, Memphis, TN 38152-3510. □

#### Summary of Delegate Assembly Actions in Philadelphia

At its meeting on 29 December 2004 in Philadelphia, the Delegate Assembly took the following actions.

The assembly conducted four elections. In the balloting for the Delegate Assembly Organizing Committee, Joanna Brooks (English, Univ. of Texas, Austin) and Luca Somigli (Italian, Univ. of Toronto) were elected to three-year terms (2005–07). Debra A. Castillo (Spanish, Cornell Univ.), Reed Way Dasenbrock (English, Univ. of New Mexico, Albuquerque), Claire Kahane (English, State Univ. of New York, Buffalo), and Lelia María Menéndez (English, Brown Univ.) won two-year terms (2005-06) on the Nominating Committee. Elected to the Elections Committee for two-year terms (2005-06) were Don Bialostosky (Univ. of Pittsburgh, Pittsburgh), Judith G. Miller (New York Univ.), and Lawrence R. Schehr (Univ. of Illinois, Urbana). Finally, Adrienne Kennedy 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. The DAOC's report drew delegates' attention to the committee's decision to include on the assembly's agenda an hour-long open discussion of two topics. The two topics discussed were the evaluation of scholarly publishing for tenure and "foreign" students, scholars, and cultures on campus after 9/11. The first topic followed up on the open discussion of scholarly publishing that was held during the 2002 assembly meeting. The second topic encompassed a wide range of problems, obstacles, and challenges faced by foreign students and scholars and by those who teach foreign cultures.

The assembly also received a report from the Executive Council that presented the council's reasons for not forwarding to the membership one resolution that the 2003 Delegate Assembly had approved. The decision to withhold the resolution from ratification by the membership was based on the council's constitutional responsibility (art. 7.B.3) to withhold resolutions that impede the council's ability to carry out its fiduciary re-

sponsibilities or that pose a threat to the association's continuing operation as a tax-exempt organization. The preamble of the resolution in question cited government spending on war and the defunding of higher education; the resolved clause called on the MLA to "urge the withdrawal of troops from Afghanistan and Iraq and reallocation of funds to reverse inattention to and grave deficits in funding of education and other human services." The council found that the resolution, by raising the issue of the withdrawal of troops, took a position on a matter that falls outside the association's mission. Thus, the resolution both impeded the council's ability to carry out its fiduciary responsibility to pursue the association's chartered mission and posed a threat to the association's tax-exempt status, which was granted on the basis of the association's mission.

The assembly also received a report from the Committee on Amendments to the Constitution that required action. The report contained the constitutional amendments published in the September 2004 issue of *PMLA* (715–17), all of which pertain to the association's resolution process. 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.

In other business, the assembly approved two motions. The first motion calls on the MLA to work with other groups on issues related to the labor rights of graduate employees and other term workers and to undertake a variety of activities related to a conference that is being organized by the Coalition of Contingent Academic Labor. The second motion calls for the creation of a new fund to provide partial travel reimbursement to part-time faculty members and contingent non-tenure-track faculty members who attend the annual convention. The motions will be forwarded to the Executive Council in February, and the council will consider their implementation.

A complete report of the Delegate Assembly meeting will appear in the May 2005 issue of PMLA.  $\Box$ 

**BOOK NEWS** 

#### Two New MLA Titles Published

The MLA will publish two new titles in early 2005. In the premiere volume in the MLA series World Literatures Reimagined, *Brazilian Narrative Traditions in a Comparative Context*, author Earl E. Fitz examines the complex relation between Brazil and the United States: the colonial similarities and differences; the shared issues of slavery and racism; the mutual influences; and the political, economic, and cultural interactions, sometimes troubling, between the two nations. He also provides an extensive overview of Brazilian narrative, tracing its roots in both European and indigenous traditions, and of Brazilian literature in English translation. The volume, to be released in February, is 300 pages; it costs \$40.00 (MLA members \$32.00) in cloth and \$22.00 (MLA members \$17.60) in paperback.

Set for spring release is a New Variorum Edition of Shakespeare's *The Winter's Tale*, edited by Robert Kean Turner and Virginia Westling Haas. Inaugurated in the 1860s and the standard reference edition of Shakespeare's work, the New Variorum Edition of Shakespeare continues the tradition of the original Variorum editions of the early nineteenth century. The latest volume, *The Winter's Tale*, contains the complete text of the play and presents the expanse of scholarly opinion and interpretation from the earliest commentary to the present. It also covers dating, sources, and emendations to stage history and influential interpretations of particular words. The volume is 1,000 pages; it costs \$60.00 (MLA members \$48.00) in cloth. The book will include a free CD that is fully text-searchable and contains the contents as PDFs with internal links for easy navigation.

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.

CONVENTION

## Calls for Papers for 2005 Convention in Washington, DC

The 2005 Convention will be held in Washington, DC. Members should familiarize themselves with the guidelines for the MLA convention, which appear in the September 2004 PMLA (pp. 694-700), before writing to the organizers listed below. If not provided, organizers' addresses are in the September 2004 PMLA and available on the MLA Web site to MLA members. All participants in convention sessions must be MLA members by 7 April 2005. 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 thirtyfive 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**

American Literature

#### AMERICAN LITERATURE TO 1800

American Neoclassicism. What did neoclassicism do for the Americas? What did social reality (slavery, e.g.) do to neoclassicism? Proposals invited on poetry, painting, drama, urban design, politics, and everyday life. Abstracts by 15 Mar.; Eric Slauter (eslauter@uchicago.edu).

Early American Caribbeana. Pre-1800 texts written in or about the West Indies, their intersection with issues like race and slavery, colonization and settlement, genre and canon formation. 500-word abstracts, vitae, by 10 Mar.; Sean X. Goudie (sean.x..goudie@vanderbilt.edu).

Secularity in Seventeenth-Century Print. Proposals sought that examine such texts as exploration, criminal, and pirate narratives; letters, verse, broadsides, ballads, and others for secular, including political and transgressive, cultural expression. Abstracts by 10 Mar.; Dan Williams, English, TCU Box 297270, Fort Worth, TX 76129.

19TH-CENTURY AMERICAN LITERATURE American Literature and the State. The relation between 19th-century writing and state apparatuses. Citizenship; writers as ambassadors (e.g., Frederick Douglass and Haiti); expatriation; writers as state functionaries or critics; representations or theo-

ries of state practices. Abstracts by 15 Mar.; Eric Lott (ewl4p@virginia.edu) and Chris Castiglia (ccasti@luc.edu).

Electronic Media in 19th-Century American Studies. Electronic media in scholarship. How are electronic media effectively being integrated in scholarship; what is yet needed to make e-scholarship viable; where do we go from here? Abstracts by 15 Mar.; Sharon Harris (s.m.harris@tcu.edu).

Reperiodizing the American 19th-Century. Key dates and their significance for American literary studies (e.g., 1848). How does rethinking periodization recast literary-historical understanding. What understudied moments throw new light on 19th-century America? Abstracts by 15 Mar.; Eric Lott (ewl4p@virginia.edu).

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

Religion and Modernity. Was religion, in its institutional forms, more compatible with modernity than secularization theses have assumed? Possible topics: new media and Christianity, religious cosmopolitanism, faith-based capitalist culture. 1-page abstracts by 5 Mar.; Sarah Robbins (srobbins@kennesaw.edu).

20TH-CENTURY AMERICAN LITERATURE Literature of the 1950s and Its Legacy I: Ideology and Ethnicity. Abstracts by 15 Mar.; John Wharton Lowe (jlowe@lsu.edu).

Literature of the 1950s and Its Legacy II: Space, Gender, and Power. Abstracts by 15 Mar.; Thadious Davis (davistm@sas.upenn.edu).

The Poetic Line in the Age of New Media. Reevaluations of the line as organizing unit in a digital age; especially interested in social, cultural, political, and formal considerations outside customary categories. Abstracts by 15 Mar.; Dorothy Wang (d-wang5@northwestern.edu).

## BLACK AMERICAN LITERATURE AND CULTURE

The Great (Im)Migration: Culture, Citizenship, and Black Resettlement, 1865–1940. New perspectives on black migration literature in the light of recent work on 1877, Plessy, transnationalism, cosmopolitanism, diasporas, and anti-immigration measures. Abstracts and vitae by 15 Mar.; Amritjit Singh (asingh@ric.edu).

Positively Seventh Street: Washington, DC, and African American Expression. DC in black literature and culture from Johnson's S Street Salon to Toomer's "Box Seat," Crummell's American Negro Academy to Parliament's "Chocolate City." Abstracts and vitae by 15 Mar.; Meta Jones (meta@gwu.edu).

#### AMERICAN INDIAN LITERATURES

Assessing Native Criticism. This panel addresses the successes and failures of Native literary-critical models, the applicability of individual critics or dialogues, and the tensions between critics and models. Abstracts by 15 Mar.; Stephanie Fitzgerald (nehiyo@earthlink.net).

Native American Languages: Past, Present, and Future. Topics: early contact, indigenous language influence on literature, linguistic borrowing, language revitalization, linguistic apathy, linguistic ideology, linguistic purism, representation, cultural brokerage, and indigenous literacy. Abstracts by 15 Mar.; Frederick H. White (frederick .white@sru.edu).

## Representations of Native American Women in Literature and Criticism.

How are Native American women depicted in positive or negative ways in literature and criticism? How should readers approach these texts? E-mail 250-word abstracts by 15 Mar.; Carrie L. Sheffield (carriesheffield@hotmail.com).

#### ASIAN AMERICAN LITERATURE

Casualties of War in Asian American Literature and Film. Trauma, historical rewritings, practices of memorializing, stories of refugees, prisoners, sex workers, war orphans, and children. 500-word abstracts and 1-page vitae by 15 Mar.; Greta Ai-Yu Niu.

Reading Race in Black and Yellow. Comparative analyses of African American and Asian American cultural and literary texts. 500-word abstracts and 1-page vitae by 15 Mar.; Daniel Kim.

Religion and Asian American Cultural Production. Theorizing Asian spiritual influences on American literature. Responses to US popular imaginary on Islam, Buddhism, Christianity, etc. Religion and social justice movements. Subcultures defined by the sacred. Abstracts, 1-page vitae by 7 Mar.; Rachel Lee.

## CHICANA AND CHICANO LITERATURE Chicana Authors Making Masculinities.

The representation of masculinity in Chicana theater, poetry, and narrative and its interaction with feminism, gender, sexuality, and power.

Chicana and Fronteriza Literature. Transnational feminisms on and of the United States–Mexico border; convergences and divergences between Chicana and Fronteriza literature.

Humor in Chicana/o Popular Culture. Critical treatments of the subversive use of humor in comics, *cuentos*, movies, *leyendas*, music, literature, television. 250-word abstracts by 1 Mar.; María Alicia Garza (agarza@boisestate.edu).

#### Comparative Studies

## COMPARATIVE STUDIES IN MEDIEVAL LITERATURE

Anthropology, Archaeology, and Medieval Texts. How do these fields inform one another? Abstracts by e-mail by 7 Mar.; Lori Garner (l.a.garner@uiuc.edu).

Making Texts Available: Translations, Editions, and Electronic Media. Abstracts by e-mail by 7 Mar.; Jeanette Beert (beer@purdue.edu).

Mediterranean Studies: Comparative Perspectives on Cultural Exchange in the Mediterranean Basin. Abstracts by e-mail by 7 Mar.; Bill Burgwinkle (web25@cam.ac.uk).

## COMPARATIVE STUDIES IN RENAISSANCE AND BAROQUE LITERATURE

Novelty and the Nation. The novella as export/import, translation and the national canon, vernacular authority, language wars, new readings of literary and cultural transmission. Abstracts by 15 Mar.; Barbara Fuchs (fuchsbar@sas.upenn.edu).

Revisiting Allegory. New approaches to and topics in the study of allegory in the early modern world, including allegory in relation to politics, gender, nation, print, race, and culture, etc. Abstracts by 10 Mar.; Abby Zanger (abby.zanger@tufts.edu).

#### COMPARATIVE STUDIES IN 18TH-CENTURY LITERATURE

Uncompared Literatures: What 18th-Century Comparativists Should be Doing but Aren't. Roundtable format. E-mail 500-word proposals for 8-min. presentations by 15 Mar.; Thomas DiPiero (thomas.dipiero@rochester.edu).

The Unread Archive: What 18th-Century Comparativists Should Be Reading but Aren't. Roundtable format. E-mail 500-word proposals for 8-min. presentations by 15 Mar.; Lynn Festa (Ifesta@fas.harvard.edu).

Unread Theorists: Theoretical Voices 18th-Century Comparativists Should Be Listening to but Aren't. Roundtable format. E-mail 500-word proposals for 8-min. presentations by 15 Mar.; Srinivas Aravamudan (srinivas@duke.edu).

## COMPARATIVE STUDIES IN ROMANTICISM AND THE 19TH CENTURY

After Derrida. The significance, for comparative studies of Romanticism and the 19th century, of any aspect of Derrida's work on the literature and thought of this period (including Rousseau, Kant, Hegel, Marx, Nietzsche). Abstracts by 14 Mar.; Kevin Michael McLaughlin (kevin\_mclaughlin@brown.edu).

Humanitarianism and Human Rights I. Humanitarianism and Human Rights II. Comparative or interdisciplinary papers exploring rationales and practices of human rights and humane treatment. Possibilities: literary, legal, philosophical, political, scientific discourses. Frameworks: abolitionism; philanthropy; colonial and anticolonial definitions/contestations. Abstracts by 14 Mar.; sarah.winter@uconn.edu.

#### COMPARATIVE STUDIES IN 20TH-CENTURY LITERATURE

**Dromocracy/Acceleration.** Paul Virilio's dromocracy ('dromos' Greek), the acceleration of the 'information age' pushed to its limits. How does acceleration affect the representation or the future of literature?

Representations of Empire. The 20th century witnessed the dismantling of the great British and French empires, but imperialism is far from over. Papers dealing with representation of past and current empire building.

The Role of the Intellectual. Abstracts about the complex relation between knowledge and power and the predicament of intellectuals portrayed as trapped between academe and the private-public sector. Abstracts by 10 Mar.; Silvia Nagy-Zekmi (silvia .nagyzekmi@villanova.edu).

EUROPEAN LITERARY RELATIONS
Letters and Literary Texts, Letters in
Literary Texts. Papers on the epistolary
tradition in European literature and the connections between literary and paraliterary discourses from the Middle Ages to the present.

Writing Europe in Multiple Languages. The role played by literary works written in multiple languages in the representation of national identity and in the definition of a European consciousness. Abstracts by 15 Mar.; Lía Schwartz (lschwartz@gc.cuny.edu).

#### English Literature

#### OLD ENGLISH LANGUAGE AND LITERATURE

Anglo-Saxon England and the Celtic World. Papers that trace any aspect of the relations of the Anglo-Saxons with the Irish, Welsh, Picts, and Scots or that analyze competing modern concepts of Celticism and Anglo-Saxonism.

Anglo-Saxon Manuscript Culture and the Visual or Spatial Imagination. Papers that relate the study of Old English and Anglo-Latin literature to the physical manuscripts in which that literature meets the eye.

**Open Session.** Papers on any topic are welcome. 1-page abstracts by 15 Mar.; John D. Niles (jdniles@wisc.edu).

## MIDDLE ENGLISH LANGUAGE AND LITERATURE, EXCLUDING CHAUCER

The Ranges and Reaches of Early Middle English. Early Middle English in literary, linguistic, geographical, historical sociopolitical and ethnocultural terms. Abstracts by 15 Mar.; Jennifer Miller (j\_miller@berkeley.edu).

Villainy in the British Middle Ages. Papers on aspects of the villain, or villainous acts, in Middle English literature, including chronicles and the "villein" as peasant. 250-word abstracts by 1 Mar.; R. F. Yeager, Dept. of English and Foreign Lang., Univ. of West Florida, 11000 University Parkway, Pensacola 32514 (rfyeager@hotmail.com).

Women and Devotional Writing in Early Middle English. Women as writers, subjects, consumers, and mediators of early Middle English devotional texts; also, the functions of gender and sexuality in these texts. Abstracts by 15 Mar.; Karma Lochrie (klochrie@indiana.edu).

#### CHAUCER

**Chaucer after Theory.** Abstracts by 15 Mar.; Bruce Holsinger.

**Immoral Chaucer.** Abstracts by 15 Mar.; Elizabeth Scala.

*Troilus and Criseyde*. Abstracts by 15 Mar.; Sylvia Federico (sfederic@bates.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.

## LITERATURE OF THE ENGLISH RENAISSANCE, EXCLUDING SHAKESPEARE

Anonymity and Pseudonymity. Why did English Renaissance authors employ these identity-concealing devices? Why did they fabricate names for historical figures? 1–2-page abstracts by 7 Mar.; John N. King (no e-mail or fax).

**Insult, Invective, and Satire.** Instances, strategies, and effects of notably aggressive authors, texts, characters, or episodes during the English Renaissance. 1–2-page abstracts by 7 Mar.; Douglas Bruster.

#### SHAKESPEARE

Language and Shakespeare: Beyond Formalism. Historicizing Shakespeare's language, historical pragmatics, historical sociolinguistics, discourse analysis, speech act theory, rhetorical analysis. 2-page abstracts by 7 Mar.; Lynne Magnusson (lynne .magnusson@utoronto.ca).

Shakespeare's Audience Now. Who sees Shakespeare now, in what contexts, with what effects? Demographics and performance; festivals, subscription series, other modes of organization; intersection of modern audiences and "original practices" productions. Abstracts by 7 Mar.; Jeffrey Masten (j-masten@northwestern.edu).

#### 17TH-CENTURY ENGLISH LITERATURE

Editing for the 21st Century. Any aspect of editing rationale, text preparation and presentation, and the relation between editing and the history of the book or any aspect of 17th-century studies. Papers or 2-page abstracts by 10 Mar.; Nigel Smith (nsmith@princeton.edu).

Law and Literature. The nexus of literature (or rhetoric) and law (including natural or ecclesiastical) in 17th-century Britain. Papers or 2-page abstracts by 10 Mar.; Jason P. Rosenblatt (rosenblj@georgetown.edu).

War. War, real and imagined, in the literature and culture of the 17th century. The Thirty-Years War; the Civil War; Revolution; the Anglo-Dutch War; wars of religion, words, ideas, or trade. Full abstracts or

8-10-page papers by 10 Mar.; Ann Baynes Coiro (coiro@rci.rutgers.edu).

## RESTORATION AND EARLY-18TH-CENTURY ENGLISH LITERATURE

Gender and Popular Culture. Emerging, shifting, intersecting hallmarks and boundaries of gender and class positions in popular fiction, ballads, politics, religion, visual, material, and oral culture. Abstracts by 10 Mar.; David Porter (dporter@umich.edu).

The Politics of Morality. Moral politics. Moral economies. Moralities of gender, sex, race, and class. Morality and historicity. Moral philosophy and representation. Morality and modernity. Abstracts by 10 Mar.; Lisa A. Freeman (Ifreeman@uic.edu).

Theorizing Tradition. Problems and theories of cultural transmission. Tradition as critical historical practice. Secular versus religious concepts; traditions and identities; ways of moving beyond the tradition-versus-modernity binary. Abstracts by 1 Mar.; Paula McDowell (p.mcdowell@rutgers.edu).

#### LATE-18TH-CENTURY ENGLISH LITERATURE

Anecdote. Relation of general and particular, history and memory, memoir, biography, autobiography, genre distinctions (history and fiction, history and science), theater history, "-ana" (Johnson, Walpole, etc.). Abstracts by 1 Mar.; Robert Griffin (griffin@post.tau.ac.il).

Jane Austen: New Texts and Contexts. Possible topics: empire, sexualities, history and historians, poets and poetry, dramatists and drama, new editions of the novels, Jane and Janeites, etc. 1-page abstracts by 1 Mar.; Devoney Looser (looserd@missouri.edu).

Travel Writing and Empire. Late 18th-century British travel writing engaged in a variety of ways with the agendas and ideologies of empire, from the Pacific to the Americas, Africa, even Scotland and Ireland. Abstracts by 1 Mar.; Liz Bohls (ebohls@uoregon.edu).

#### THE ENGLISH ROMANTIC PERIOD

British Romanticism and the Idea of America(s). From pantisocracy to the PATRIOT Act; transatlantic logics of democracy, progress, exception, social change, terror. 1-page abstracts by 15 Mar.; Peter Manning.

Censorship, Silence, Figuration. Constraint as stimulus; conditions of the said, the unsayable, and the production of literary and historical meaning. 1-page abstracts by 15 Mar.; William Galperin.

Romantic Revolutions in the 21st Century. Bearing of Romanticism on current political, cultural, critical practices; legacies of activism, theory, debate. 1-page abstracts by 15 Mar.; Jon Klancher.

#### THE VICTORIAN PERIOD

Writing Periodically: Life Writing. Serial life writing; life writing in periodicals (auto/biography, letters, obituaries, interviews);

mediation of diaries, personal letters, and private journals by print culture (models of temporality, material production in print and private, imagining texts).

Writing Periodically: Poetry and Periodicals. Rethinking poetry's marginality; intersecting genres in and on the periodical and page; high and low poetries and culture; poetry and visuality; marketing poetry; criticism, reviews, and the constructing of poetics and readerships; poetic series and sequencies.

Writing Periodically: Theory. News, narratives, and the "real"; seriality and aesthetics; sexualities and censorship; periodicals and rubbish (ephemirality, waste, "trash"); the periodical page as hybrid space or genre; models of reading and production; transnational exchanges; cosmopolitanism. 1–2-page abstracts by 10 Mar.; Linda K. Hughes (l.hughes@tcu.edu).

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

Authenticity. Papers on authenticity and representations thereof in the period. The topic is elastic: sincerity, the work of art, verifiability, selfhood, etc. 1-page abstracts(e-mail preferred) by 10 Mar.; Jessica Burnstein.

Particularity. Uses and functions—formal, discursive, cultural, ideological—of particularity, the particular, or the detail in literary writing (1880–1920) or literary criticism. 500-word abstracts (e-mail preferred) by 1 Mar.; Stephen Arata.

Relativity. Papers on disruptions or loosenings of absolutes, 1850–1950. Ethical relativism, cross-cultural comparison, contingencies of value, humanist metaphysics, positions and measurements, Einstein's Special Theory at 100. 1–2-page abstracts (e-mail preferred) by 1 Mar.; Douglas Mao.

#### 20TH-CENTURY ENGLISH LITERATURE

Caught by the Empire at War: Representing Britain's "Others" in World Wars I and II. Authors, colonized subjects, combatants, and refugees in Britain, British Asia, the Middle East, Africa, the Caribbean, and dominions. 250-word abstracts by 1 Mar.; Phyllis Lassner (phyllisl@northwestern.edu).

English Literature in Languages Other Than English. New meanings of "English Literature"; non-English language writers in Britain; nonstandard Englishes; fantasies of England or Britain by writers in other languages and countries; translation, circulation, multilingual production. Abstracts by 1 Mar.; Rebecca Walkowitz.

## ENGLISH LITERATURE OTHER THAN BRITISH AND AMERICAN

V. S. Naipaul. Diverse perspectives welcomed, on old texts and new, fiction and nonfiction, anti-, pro-, and noncanonical positions. 500-word proposals and summary vitae by 15 Mar.; Pradyumna S. Chauhan.

Nonaligned Literature from Bandung to the World Bank. Papers on Englishlanguage literature that takes a critical position on fully global issues, on the 50th anniversary of the landmark Bandung conference. 500-word proposals and summary vitae by 15 Mar.; John C. Hawley.

Postcolonial Genre Writing: Detective, Romance, Science, and Other Fictions. Innovative treatments of postcolonial anglophone appropriations of canonical Western minor forms. 500-word proposals and summary vitae by 15 Mar.; David Chioni Moore.

#### French Literature

## FRENCH MEDIEVAL LANGUAGE AND LITERATURE

Disciplinary Questions: French Medieval Literature outside the French Department. Roundtable with 5 or 6 participants. Abstracts for 5-min. presentations on any aspect of the topic by 1 Mar.; David Hult (dhult@socrates.berkeley.edu).

Fictionalizing History. Abstracts for 20-min. papers by e-mail by 1 Mar.; Paul Rockwell (pvrockwell@amherst.edu).

Medieval French Literature outside "France." Abstracts for 20-min. papers by e-mail by 1 Mar.; Michel-André Bossy (michel-andre\_bossy@brown.edu).

#### 16TH-CENTURY FRENCH LITERATURE

*L'Heptaméron.* Any aspect of Marguerite de Navarre's text, with particular attention to the question of the "nouvelle," the "narrative contract," and the interaction among the "devisants."

**Open Session.** Any topic related to 16th-century French literary studies. Titles and 500-word abstracts or 8–10-page papers (if possible, by e-mail attachments in PC *Word* format) by 1 Mar.; Jean-Claude Carron (carron@ucla.edu).

# 17TH-CENTURY FRENCH LITERATURE Foucault Revisited: Misery, Marginalities in Early Modern France. Critical impacts of Foucault's late writings on sovereignty, pastoral power, races, etc. Emphasis on representations and discourses on misery and marginalities. Literary, anthropological, and epistemological approaches encouraged. Abstracts by 15 Mar.; Lewis C. Seifert

The Prostitute and the Courtesan in Early Modern France. The representation or situation of one or both figures in literary, moralistic, cultural, visual, or historical texts; 250-word proposals by 15 Mar.; Domna C. Stanton (dstanton112@aol.com).

(lewis seifert@brown.edu).

Recyling, Reanimation, Reprise. How did early modern culture revisit forms, motifs, and genres perceived as somehow dead? Are comparisons between such practices and postmodern recycling or pastiche necessarily anachronistic? If so, how? Abstracts by 15 Mar.; Nicholas Paige (npaige@berkeley.edu).

#### 18TH-CENTURY FRENCH LITERATURE

Cataclysms and Catastrophies. 1755–2005—250 years after the Lisbon earth-quake, consideration of natural disasters and their aftermaths, social catastrophies, representations of cataclysms in the arts.

Abstracts by 15 Mar.; Nadine Berenguier (nbereng@yahoo.com).

Music and Sex. Onstage or offstage (e.g., les filles de l'opéra), corps sonores (bodies and voices), fictional or philosophical accounts, music and gender, musical pathologies.

Abstracts by 15 Mar.; Downing Thomas (downing-thomas@uiowa.edu).

The Urban: Decadence and Delights. The city experienced in its splendor and squalor—commerce, urban subcultures, the manifestation (and blurring) of class markers, fashion and self-fashioning, Versailles and Paris. Abstracts by 15 Mar.; Carolyn Weber (cwebernyc@aol.com).

## 19TH-CENTURY FRENCH LITERATURE Medicine and Its Discourses in the 19th Century. Medicine as science, as history, or as clinical-cultural practice; medicine in its literary and visual representations: medicine

as clinical-cultural practice; medicine in its literary and visual representations; medicine and power; phrenology, physiology, criminology, psychiatry. Abstracts or papers by 11 Mar.; Deborah Harter (harter@rice.edu).

Poetry Matters, Then and Now. Revisionist readings and new interdisciplinary approaches to the lyric; *le romantisme féminin* and its legacies in the arts and sciences; poetry as 19th-century cultural archive. Abstracts or papers by 11 Mar.; Adrianna Paliyenko (ampaliye@colby.edu).

Politics and the Long Nineteenth Century (1789–1914). Representations and analyses (in fiction, poetry, theater, or caricature) of political structures, figures, and rhetoric. Abstracts or papers by 11 Mar.; Rosemary Lloyd (rolloyd@indiana.edu).

## 20TH-CENTURY FRENCH LITERATURE After Derrida: Configurations of the National and the Global. Abstracts by 15 Mar.; Marie-Pierre Le Hir (mlehir@u.arizona.edu).

Ecological Issues in Modern French Writings. Abstracts by 15 Mar.; Peter Schulman (pschulman@odu.edu).

**L'extrême contemporain.** Abstracts by 15 Mar.; Ora Avni (avni@avni.mail.yale.edu).

## FRANCOPHONE LITERATURES AND CULTURES

Romancières/Romanciers d'Afrique subsaharienne et mondialisation. Writers expressing and resisting globalization. Looking at issues of displacement, migration, and transculturation. Pertinence of space of writing. Textual strategies and aesthetics. Brief biographies and abstracts by 15 Mar.; Odile Cazenave (cazenave@bu.edu).

Traveling Diasporas. Biographical, theoretical, and intertextual cross currents. Europe, Africa, America, Asia, Middle East, etc. Outsiders looking in, crossing languages, traveling theories. Brief biographies and abstracts by 15 Mar.; Alec G. Hargreaves (hargrea@mailer.fsu.edu).

Visions cinematographiques des femmes. Papers in French or English treating women as portrayed by women filmmakers in Frenchlanguage documentaries or feature films. Brief biographies and abstracts by 15 Mar.; Roseanna Dufault (r-dufault@onu.edu).

#### Genre Studies

## AUTOBIOGRAPHY, BIOGRAPHY, AND LIFE WRITING

Adoption Memoirs. Constructions of kinship, identity, and family in (auto)biographical (and other) narrative. Portrayals of the effects of trauma (e.g., separation and reunion) within these practices and their representation. 250-word abstracts by 10 Mar.; Mary Jean Corbett (mjqcorbett@aol.com).

(Auto)Biographical Hoaxes. Fakeries deliberate and alleged (e.g., false autoethnographies, popular genres, questions of authenticity, the exploitation of readerly (in)credulity, the literary properties of (auto)biography as cover for deceit or fictionality. 250-word abstracts by 10 Mar.; Gillian Whitlock (g.whitlock@uq.edu.au).

Web Logs as Witness. Online first-person narratives by and about global subjects; diasporic testimonies of natural disaster, war, plague; personal journals, commentary, and narrative; production of virtual audiences and communities; filters and constraints. 250-word abstracts by 10 Mar.; Sarah Bird Wright (swright4@richmond.edu).

#### DRAMA

Performing the Impossible. How performance/performativity provides space for representing, theorizing, enacting the unimaginable; dramatic-theatrical representations; legal, historical, political, identificatory, cultural, national, aesthetic formations; interdisciplinary intersections; theoretical-methodological considerations. 300-word abstracts by 3 Mar.; (diana.paulin@yale.edu).

#### FILM

#### Pillorying and Parodying Washington.

Proposals invited on guerilla documentaries, Internet exposés, political shorts, or veiled allusion in mainstream cinema that explore possibilities and impasses of opposition to the Bush administration. 1-page abstracts by 15 Mar.; Alice Kuzniar (akuzniar@email.unc.edu) and Kara Keeling (kkeeling@email.unc.edu).

#### LITERARY CRITICISM

Agamben and Literary Criticism. Papers on the importance of Giorgio Agamben's work for literary studies. 200–300-word abstracts by 15 Mar.; Jonathan Culler (jdc9@cornell.edu).

#### METHODS OF LITERARY RESEARCH Teaching Bibliography in a Digital Age. Abstracts on topics relating to teaching enumerative, descriptive, and analytical bibliography in traditional and new ways by 1 Mar.; William Baker (wbaker@niu.edu).

## NONFICTION PROSE STUDIES, EXCLUDING BIOGRAPHY AND AUTOBIOGRAPHY

Olive Schreiner. Addressing the nonfiction with which Schreiner participated in national debates of her era—about nation building, national character, race, sexuality, gender, war, and peace. Abstracts by 1 Mar.; Robin Hackett (rhackett@cisunix.unh.edu).

Rules of Engagement: The Geneva Conventions from Nuremburg to Abu Ghraib. Considering the uses of the Geneva Convention as well as the ways it has been abused, violated, and ignored. Abstracts by 15 Mar.; Laura E. Lyons (lelyons@hawaii.edu).

"We Live in Fictional Times": The Creative Use of Nonfiction. Ways authors bend forms of nonfiction to work in the public sphere. Papers that inspect nonfiction's cultural work especially welcome. Abstracts by 15 Mar.; Todd Vogel (todd.vogel@trincoll.edu).

#### POETRY

Creoles, Pidgins, and Dialects as a Poetic Strategy. Papers on poetries written in non-standard English community formation, postor anticolonial strategies, nationalist and resistant poetries, multimedia, performance, collage, dub poetries. E-mail abstracts by 15 Mar.; Adalaide Morris (dee-morris@uiowa .edu) and Juliana Spahr (jspahr@mills.edu).

Poetry and War. How have poets responded to large-scale violence, and what cultural effect has such response had? Are there generic restrictions in a poetic response to war? Pre-20th-century papers welcome. Abstracts by 15 Mar.; Cristanne Miller (ccmiller@pomona.edu).

#### PROSE FICTION

Critics of and in the Novel. Appreciations, assessments, or reevaluations of individual critics or critical approaches to prose fiction; or fictional representations of critics and critical activity. Abstracts by 10 Mar.; William A. Cohen.

Style and Substance. Papers investigating, articulating, undermining prose fiction's negotiations of the supposed opposition between style and substance, manner and essence, language and matter. Abstracts by 10 Mar.; Mary Ann O'Farrell (maof@tamu.edu).

#### German Literature

#### GERMAN LITERATURE TO 1700

**Friendship.** Submissions on the manifold literary representations that reflected and constructed the culture of friendship in medieval and early modern Europe, including German-speaking lands.

**Open Session.** Submissions welcome on all aspects of German literature to 1700.

The Presence of the Past: Text, Culture, Film. Submissions on modern cultural manifestations arising from encounters with the pre-Enlightenment past: representations, adaptations, etc. Preference given to topics with broader relevance. 1-page abstracts by 14 Mar.; Glenn Ehrstine (glenn-ehrstine@uiowa.edu).

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

Border Crossings. Interdisciplinary approaches to literature and the arts, theorizing the border, geographical crossings, transgressive figures, border crossings in politics, sexuality, gender, and genre.

1–2-page proposals by 10 Mar.; Martha Helfer (mhelfer@rci.rutgers.edu).

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

Secularization and German Literature I. Secularization and German Literature II. Secularization and German Literature

III. Examining the manifold ways in which German writers endorsed and contested the rising secular cultural paradigm as well as the persistence of religious ideas and practices in the literature of the period. 1–2-page abstracts by 1 Mar.; William Collins Donahue (wdonahue@rci.rutgers.edu).

#### 20TH-CENTURY GERMAN LITERATURE

Rethinking German Film Studies I: Postwall Cinema. Which paradigms have been most productive in comprehending the contents and shapes of postwall film productions?

Rethinking German Film Studies II: Film History's Blindspots. What genres, formats, and possibilities beyond art films and popular features deserve film history's attention?

Rethinking German Film Studies III: The Impact of Multiculturalism, Globalism, and the New Media. To what degree have the transnational and multicultural determinants affected German cinema since its inception? 200–250-word abstracts by 21 Mar.; Eric Rentschler (erentsch@fas.harvard.edu).

#### Hispanic Literatures

## LATIN AMERICAN LITERATURE FROM INDEPENDENCE TO 1900

Genealogías del indianismo. En las literaturas nacionales decimonónicas el salvaje funcionó como artefacto polisémico de enunciación retórico-cultural: espejo de idílicas citas arqueológicas y reflejo turbio de pesadillas culturales. Abstracts (inglés, español o portugués) antes del 15 de marzo a Carlos Jáuregui (carlos.a.jauregui@vanderbilt.edu).

Literature, Photography, and Visual Culture in 19th-Century Latin America. Papers addressing the intersections between visual and textual narrations; constructions of national, ethnic, and gendered identities through words and images. Abstracts (Spanish, English, or Portuguese) by 15 Mar.; Ana Peluffo (aopeluffo@ucdavis.edu).

Textos como artefactos. Valor de cartas, libros, documentos diversos como artefactos o elementos ficcionales; representación de actos de escritura y/o lectura en la narrativa hispanoamericana del siglo diecinueve. Enviar abstracts (inglés, español o portugués) antes del 15 de marzo a Francisco Solares-Larrave (fsolares@niu.edu).

## 20TH-CENTURY LATIN AMERICAN LITERATURE

The Contemporary Lyric in Latin America. Contemporary poetry and new approaches to the genre: poetry and film, performance, experimental poetries in Latin America, poetry and social experience, etc. Abstracts by 11 Mar.; Jill S. Kuhnheim (jskuhn@ku.edu).

Multilingual Aesthetics in Latin America. Cultural manifestations of bilingualism and multilingualism from Latin/o America's contact zones. Abstracts by 11 Mar.; Claire Frances Fox (claire-fox@uiowa.edu).

Urban Sensibilities: Transformations of the City in Latin America. Changes in urban rhetorics and representations of the city from modernization to globalization. Abstracts by 11 Mar.; María Rosa Olivera Williams (olivera-williams.1@nd.edu).

## SPANISH MEDIEVAL LANGUAGE AND LITERATURE

**Open Session.** Abstracts by 15 Mar.; Frank Dominguez (uncfad@ils.unc.edu).

Textual Criticism, Philology, and Paleography. Abstracts by 15 Mar.; Consuelo López-Morillas (lopez@indiana.edu).

Visual Culture in Medieval Iberia. Abstracts by 15 Mar.; Isidoro J. Rivera (ijrivera@ku.edu).

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

*Guzmán* and Company in the Classroom. The challenges of teaching the picaresque novel in today's classroom. Submissions encouraged on the lesser taught but highly influential narratives of the Golden Age.

Poetry in Motion: The Poetics of Travel and Displacement. To explore how the early modern era's movements of people, goods, and ideas find voice in the poetry of the Iberian cultures. Abstracts, e-mail attachments preferred, by 15 Mar.; William H. Clamurro (clamurrw@emporia.edu).

## 18TH- AND 19TH-CENTURY SPANISH LITERATURE

Investment Culture. An exploration of the cultural implications and consequences of different forms of economic investment (domestic and foreign) in nineteenth-century Spain. Abstracts by 1 Mar.; Susan Martin-Marquez (susanmm@rci.rutgers.edu).

**Usable Pasts.** An examination of how 18thand 19th-century writers and artists, Spanish and otherwise, drew on specific periods in the Spanish past to further particular agendas. Abstracts 1 Mar.; Wadda Rios-Font (wadda\_rios-font@brown.edu).

#### 20TH-CENTURY SPANISH LITERATURE

Nuevas Vanguardias. What is the relevance of the term *vanguardia* today? New readings of "traditional" avant-gardes or recent works that expand notions of revolutionary art (literary, visual, plastic). English or Spanish. Abstracts by 15 Mar.; Kathleen Vernon (kvernon@notes.cc.sunysb.edu).

## 16TH- AND 17TH-CENTURY SPANISH DRAMA

Moral Philosophy and Ethics in the *Comedia*. How is the moral good portrayed and sought in the *Comedia*? How may this moral good be explained in the light of ethical or philosophical ideas?

**Perspectivism and the** *Comedia***.** How does the *Comedia* create multiple profiles and

perspectives on historical, social, or religious values or beliefs?

Staging the Comedia. How is the Comedia being staged in contemporary festivals and theaters? How are cities, companies, or directors significantly contributing to the knowledge and appreciation of Spanish classical theater? 1-page abstracts by 11 Mar.; Manuel Delgado (delgado@bucknell.edu).

## LUSO-BRAZILIAN LANGUAGE AND LITERATURE

Brazil and/in the Americas. Panelists will address trans- or inter-American relations in literature-related cultural discourses, especially since the age of modernism and the vanguards. Proposals for 15-min. papers by 1 Mar.; Charles A. Perrone (perrone@ufl.edu).

Lying in Portuguese. All aspects of lying in literature, philosophy, law, psychology, politics, linguistics, and everyday life throughout the Portuguese-speaking world. Additional information at (www .umassd.edu/cas/portuguese/vmendes.cfm). 500-word abstracts with biographical blurbs by 15 Mar.; Victor Mendes.

#### COLONIAL LATIN AMERICAN LITERATURES

Colonial Discourses of Race and Religion. Papers exploring the role that race, religion, or both played in Latin American colonial discourse. Of particular interest are papers that explore theoretical issues or problems. Abstracts by 10 Mar.; Galen Brokaw (brokaw@buffalo.edu).

Examining Heretical Thought. Papers addressing the constitution of the heretic in inquisitorial, literary, and historical sources. Issues pertaining to the (in)applicability of the concept to Indians and blacks are particularly relevant. Abstracts by 10 Mar.; José Rabasa (irabasa@socrates.berkeley.edu).

Latin American Colonial Studies Today. Papers addressing the state of affairs of the discipline by discussing recent developments in relevant critical theory, pedagogical practices, and methodological trends that are transforming the field. Abstracts by 10 Mar.; Gustavo Verdesio (verdesio@umich.edu).

*Interdisciplinary Approaches* 

## ANTHROPOLOGICAL APPROACHES TO LITERATURE

Anthropology and Literature I: Lewis Henry Morgan. Papers on Morgan's relation to literature, literary readings of Morgan, Morgan and literary theory (Marxism, feminism, etc.). Proposals by 15 Mar.; Kathy Psomiades (kpsomiad@duke.edu [no attachments]).

Anthropology and Literature II: Franz Boas and the Harlem Renaissance. Boas and his students' relations to literature and writers of the Harlem Renaissance. Theories of art, culture, diaspora, modernism, race and culture contact. Proposals by 15 Mar.; Brad Evans (bevans@rci.rutgers.edu [no attachments]).

Interdisciplinarities: Borders of Literature and Anthropology. Papers on the intellectual histories and futures of this border zone; in-

terdisciplinarity and "the culture concept" in a global age; issues of epistemology, pedagogy, theory, and the role of the interdisciplinary critic. Proposals by 15 Mar.; Rebecca L. Stein (rlstein@duke.edu [no attachments]).

#### CHILDREN'S LITERATURE

"Adulterated" Children's Literature: Adult Uses and Misuses of Children's Texts. Children's books are used by adults for political, educational, satirical, emotional, and other purposes. How and why have children's books been appropriated by and for adults? 2-page abstracts by 15 Mar.; June Cummins (jcummins@mail.sdsu.edu).

City Sites and Children's Literature. Cities and their suburbs play important roles in children's literature, signifying safety, danger, isolation, community, corruption, emancipation, etc. 250–500-word abstracts on how such spaces function, by 15 Mar.; Jackie Stallcup (jackie.stallcup@csun.edu).

Stillborn Attempts at a Serious Tradition of Children's Poetry. Ciardi, Graves, Roethke, and Wilbur published fine collections for children in the mid-20th century. Their embryonic attempts died, overwhelmed by the comic and cute. Why? Abstracts by 15 Mar.; Lissa Paul, 133 Walmer Road, Toronto, ON M5R2X8, Canada (lpaul@unb.ca).

## ETHNIC STUDIES IN LANGUAGE AND LITERATURE

Ethnicity in the Capital. Original creative work on ethnicity and/in Washington, DC, or creative essays on the politics at the Capital as antagonistic to ethnicity and culture. Proposals by 15 Mar.; Luzma Umpierre (lumpierre@aol.com).

The Politics of Multilingualism: What Are the Political Implications of Representing Multilingualism in Literary Texts and Films? Translation, English only, English plus, bilingualism, bilingual education, code switching, Ebonics, AAVE, "Spanglish," interlingualism, etc. Abstracts by 15 Mar.; Martha J. Cutter (mcutter@kent.edu).

United States Ethnic Literatures and Marxism: A Dialogue. 10-min. papers addressing the appropriateness of Marxist literary theory for the interpretation of US ethnic literatures. We want to leave plenty of time for discussion. Abstracts by 15 Mar.; Marcial González [marcial@berkeley.edu].

## GAY STUDIES IN LANGUAGE AND LITERATURE

Heterosexuality: Queer Prespectives. 1-page abstracts by 10 Mar.; Kathryn Schwarz (kathryn.schwarz@vanderbilt.edu).

Exploring Literary Linguistics as a Field of Research. Three sessions on linguistically oriented approaches to literary texts, including cognitive poetics and stylistics, and integration of literary linguistics in the broader contexts of literary, linguistic, and translation studies. 300–500-word abstracts by 11 Mar.; Todd Oakley (tvo2@po.cwru.edu) and Milton Azevedo (mazevedo@socrates.berkeley.edu).

#### LITERATURE AND OTHER ARTS

New Arts, New Media. New arts and media. The Visual Arts and Literature: A Special Relation? The visual arts-literature comparison and interdisciplinary study—then and now.

War in the Arts and Media. Representions of or views of war in the arts and media, historical and contemporary. Abstracts by electronic submission followed by hard copy by 5 Mar.; Marianna Torgovnick (tor@nc.rr.com).

#### LITERATURE AND RELIGION

From Moses to Muhammad: Teaching Scripture Today. The challenges of teaching the three Abrahamic scriptures together: issues of genre and poetics, of ideology and history, of student and faculty backgrounds and beliefs. Abstracts or 10-page drafts by 8 Mar.; Roberta Sabbath and David Damrosch.

Violence in God's Name. Literary claims of sacred authority for violence. Texts ranging from the Crusades to the present, from high and popular culture, from a variety of genres. Abstracts or 10-page drafts by 8 Mar.; Carol Vonckx Kaske and Patricia A. Ward.

#### LITERATURE AND SCIENCE

The Beauty of Science, the Science of Beauty. Exploring any aspect of relations between the aesthetic and the scientific. Abstracts by 10 Mar.; Catherine Belling (cbelling@notes.cc.sunysb.edu) and Martha Stoddard Holmes (mstoddar@csusm.edu).

The Question concerning Early Modern Technology. Papers on machines, medicine, optics, perspective, techniques of projection and representation, industry, print as technology, theory, and related topics, 1500–1700. Abstracts or papers by 14 Mar.; Henry Turner (hsturner@wisc.edu).

"Rhythm Science" and Reading Electronic Music. How electronic music connects science/technology and the literary through digital encoding, fusing, sampling, mixing of spoken text, urban and environmental found sounds, etc. Abstracts or papers by 1 Mar.; Arielle Saiber (asaiber@bowdoin.edu).

## PHILOSOPHICAL APPROACHES TO LITERATURE

Thinking after Derrida: Literature and Art. Jacques Derrida's contribution to the study of aesthetics, literature, painting, architecture; close consideration of texts by Derrida in these areas. Abstracts by 15 Mar.; Rei Terada.

#### POPULAR CULTURE

Arab Pop Culture Speaks Back. How do Arab cultural producers challenge US-led wars and imperialism or challenge Western notions of the Islamic world, modernity, civilization? E-mail 400-word abstracts and 1-page vitae as *Microsoft Word* attachments by 1 Mar.; Cynthia Young (cynthiay@usc.edu).

## Pop Culture and the War on Terror. Analyses of Western media tactics and US imperialism, military and intelligence, images of DC authority, and sites of resistance. E-mail 400-word abstracts and 1-page vitae

as text or *Microsoft Word* attachments by 1 Mar.; Cynthia Fuchs (cfuchs@gmu.edu)

## PSYCHOLOGICAL APPROACHES TO LITERATURE

Inside/Out: Psychoanalysis and Deleuze. Revisions, divergences, transmutations. 2-page abstracts and vitae by 15 Mar.; Christopher Lane (clane@northwestern.edu).

Inside/Out: Psychoanalysis and Derrida. Resistances, negotiations, perversions. 2-page abstracts and vitae by 15 Mar.; E. L. McCallum (emc@msu.edu).

Inside/Out: Psychoanalysis and Winnicott. Transitions, transformations, relations. 2-page abstracts and vitae by 15 Mar.; Esther Rashkin (esther.rashkin@utah.edu).

## SOCIOLOGICAL APPROACHES TO LITERATURE

Humanity—or the Humanities? Academic discussions of the current political climate have focused on its effect on scholarship and open discussion. To what degree is this a parochial or exaggerated concern? Abstracts by 15 Mar.; Nicholas Brown (cola@uic.edu).

## WOMEN'S STUDIES IN LANGUAGE AND LITERATURE

Consuming Women. Women as consumers and as the consumed; gendered economies, cultures, ideologies, theorizations of consumption and consumerism in literature and other discourses. Abstracts by 1 Mar.; Elaine Chang (echang@uoguelph.ca).

Dykes to Watch Out For. Explorations of lesbian-initiated trends in representation, theory, history, performance, and textual practice and their interactions with popular culture, queer studies, feminism, and politics. Abstracts by 1 Mar.; Susan S. Lanser (lanser@brandeis.edu).

Postmillennial Minefields: Feminist Literary Criticism since Kolodny's "Dancing through the Minefield." What has feminist literary criticism accomplished because of and since Kolodny's essay? How should feminists navigate today's critical minefields? Abstracts by 1 Mar.; Judith Kegan Gardiner (gardiner@uic.edu).

#### Italian Literature

## MEDIEVAL AND RENAISSANCE ITALIAN LITERATURE

**Open Session.** Submissions on any topic of medieval and Renaissance Italian literature are welcome. Abstracts by 1 Mar.; Alison Cornish (acorn@umich.edu).

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

Literature and the Sciences in Italy from the 1600s to the 1800s. Topics include natural history, representations of the body, theoretical formulations of anthropology, phrenology, and criminology, among others. Abstracts by 15 Mar.; Andrea Ciccarelli (aciccare@indiana.edu).

Roundtable Teaching the Ottocento: Perspectives, Approaches, and Praxis. Brief presentations (10-min. maximum) on experiences of teaching, researching, and supervising topics related to events, figures, and texts of 19th-century Italy. Abstracts by 15 Mar.; Gabriella Romani (gromani@princeton.edu).

Travel Writing in and out of Italy: Representations of the Other. Narrative representations of the Other written by Italians traveling abroad and by foreign visitors to Italy in the 17th, 18th, and 19th centuries. Abstracts by 15 Mar.; Silvia Ross (s.ross@ucc.ie).

20TH-CENTURY ITALIAN LITERATURE Being Other: States of Alterity in Contemporary Italian Literature and Film. Abstracts by 15 Mar.; Valerio Ferme (valerio .ferme@colorado.edu).

Cultural Poetics and the Politics of Public Feelings. Papers analyzing cinematic and literary representations of nostalgia (for political enegagement) and alienation (from a society that is exclusive). Abstracts by 15 Mar.; Stefania Lucamante (lucamante@cua.edu).

Visions and Revisions: The Representation of Fascism in Contemporary Fiction (1995–2005). Abstracts by 15 Mar.; Luca Somigli (luca.somigli@utoronto.ca).

#### Language Studies

#### APPLIED LINGUISTICS

Computer-Mediated Foreign Language Study. Reports of original research on the role of computer-mediated discourse (chats, e-mail, etc.) in foreign language learning within and across institutions. Diverse theoretical perspectives are encouraged.

Researching Advanced Foreign Language Learning. Original research reports on research conducted on foreign language learners at high levels of proficiency. Reports on all languages and from diverse theoretical perspectives.

Year of Languages 2005: Research on Heritage Language Learners. Reports of original research conducted on heritage language learners. Reports on all languages and from diverse theoretical perspectives. 1-page abstracts by 15 Mar.; Judith Liskin-Gasparro (judith-liskin-gasparro@uiowa.edu).

## HISTORY AND THEORY OF RHETORIC AND COMPOSITION

Troubling the Traditions: Intersections of Literature and Composition. Productive exchanges between composition and literature beyond the individual classroom. Contemporary or historical situations that renegotiate conventional textual practices, genres of writing, or pedagogical structures. 200-word abstracts by 10 Mar.; Jean Ferguson Carr (jcarr@pitt.edu).

#### LANGUAGE AND SOCIETY

**Discourse and Place.** Abstracts on any aspect of the relation between discourse and place/space.

Language Ideology and Linguistic Variation. Abstracts on any aspect of the relation between ideas about language and linguistic variation and change.

Representing Dialect. Abstracts on any aspect of the representation of linguistic varieties in print or visual media by 1 Mar.; Barbara Johnstone (bj4@andrew.cmu.edu). Electronic submissions preferred.

## LANGUAGE CHANGE History of Prescriptivism. Language Change and Morphology. Open Session. Abstracts by 1 Mar.; Tracy Crouch Johnson (tjohnson@sfasu.edu).

#### LANGUAGE THEORY

Topics in Language Theory. Papers on intersections of language theory and corpus study and on any area of theoretical linguistics including phonology, syntax, semantics, pragmatics, and language acquisition. Abstracts by 15 Mar.; Eugenia Casielles.

Other Languages and Literatures

#### AFRICAN LITERATURES

Knowledge Communities in African Literary and Cultural Studies: Pedagogies. E-mail abstracts by 1 Mar.; Maureen Eke (maureen.eke@cmich.edu).

Knowledge Communities in African Literary and Cultural Studies: Theories and Theorists. E-mail abstracts by 1 Mar.; Gaurav Desai (gaurav@tulane.edu).

Knowledge Communities in African Literary and Cultural Studies: Translations. E-mail abstracts by 1 Mar.; Charles Cantalupo (cxc8@psu.edu).

## EAST ASIAN LANGUAGES AND LITERATURES TO 1900

East Asian Canon in a Multimedia World. Papers on the transformation, adaptation, or appropriation of canonical works in contemporary multimedia. How will it affect our appreciation and teaching of the canon? Abstracts by 10 Mar.; Lynn Miyake (lynne.miyake@pomona.edu).

Graphic Discourse in East Asia. How was Western graphic discourse (including political satire) indigenized and appropriated in East Asia, and how did it interact with the indigenous graphic traditions of China, Japan, and Korea? Abstracts by 10 Mar.; Takayuki Yokota-Murakami (murakami@lang .osaka-u.ac.jp).

Language(s) and Interlanguage(s) in East Asia. How have the languages and orthographies of China, Korea, and Japan intersected, informed, and supplemented each other? What has this meant for premodern literature and culture of East Asia? Abstracts by 10 Mar.; Laurel Rodd (laurel.rodd@colorado.edu).

## EAST ASIAN LANGUAGES AND LITERATURES AFTER 1900

"The Korean Wave" and Asian Cinemas in the Global Market. Aesthetic and cultural issues regarding recent geographies of influence among Asian cinemas including the Korean wave. E-mail 250-word abstracts by 7 Mar.; Jung-Soon Shim (jsshim@ssu.ac.kr).

Nature and Nation in East Asian Literature and Film. Papers addressing representations of nature and national consciousness in East Asian poetry, narrative, feature film, documentary, travelogue, biography, reportage, or other cultural formations. E-mail 250-word abstracts by 7 Mar.; Christopher Lupke (lupke@wsu.edu).

Postmodernity, Postcoloniality, and Cross-Culturalism of the East, the West, and Africa. Panel explores issues regarding the conflicts and confluences of cultures regarding race, ethnicity, gender, and religion in Eastern, Western, and African nations. E-mail 1-page abstracts by 7 Mar.; Aoi Mori (aoi@gaines.hju.ac.jp).

#### SLAVIC AND EAST EUROPEAN LITERATURES

**Dracula: Between Nationalism and Empire.** Session on vampirism and Dracula to discuss nationalism and the demonization of the geopolitical, racial, and religious Other in folklore, media, literature, and film. Abstracts by 15 Mar.; Dragan Kujundzic (dragan@uci.edu).

Nabokov, Transnational Hybrid. Mercurial defier of national, linguistic, and cultural categories, Nabokov moved from Russia to Europe and America, reinventing and juxtaposing them in his works. Abstracts by 15 Mar.; Hilde Hoogenboom (hoogenboom@macalester.edu).

#### **Teaching**

#### THE TEACHING OF LANGUAGE

Articulation and Collaboration between K-12 and Higher Education. Collaboration between programs such as university outreach models, concurrent enrollment as well as those dealing with research on AP or IB and their articulation with postsecondary intermediate or advanced programs. E-mail papers by 1 Mar.; Marjorie Tussing (mtussing@fullerton.edu).

#### THE TEACHING OF LITERATURE

Crossing Borders: The Legacy of Gloria Anzaldua. Papers on teaching Anzaldua or using her ideas in teaching other literature.

Crossing Borders: Literature and the Community. Papers on teaching that extends beyond the campus classroom (e.g., service learning).

Crossing Borders: The Verbal and the Visual. Papers on any aspect of teaching literature that combines words and images. 250-word abstracts by e-mail by 7 Mar.; James Phelan (phelan.1@osu.edu).

#### THE TEACHING OF WRITING

Alternative Models for Writing Programs: A Critical Conversation. Effects of emerging program models on professional hiring, management, and teaching outcomes that benefit or damage the field. Administrator's brief opening statements.

The Subject Matter of Composition? What is appropriate course content at any

level? How does content determine what students learn? What is at stake in defining a subject matter for composition?

Who Owns Composition? Who speaks for—in the place of—postsecondary writing instruction? Papers about specific appropriations of college composition for peripheral political, professional, institutional, and other extraneous, sometimes damaging aims. Abstracts by 28 Feb.; Susan Miller (susan.miller@m.cc.utah.edu).

#### TEACHING AS A PROFESSION

Models for Challenging Hierarchies among Teachers. How can we reconceive the relations among teachers—differing professorial ranks, graduate students, adjuncts—and between teachers of literature and composition or of foreign language and literature? Abstracts by 1 Mar.; Heather Dubrow (hdubrow@wisc.edu).

Undergraduate Research and the Role of the Humanities Faculty. What are issues for collaborative research and scholarship between humanities faculty members and undergraduate students? What new models are there for (inter)disciplinary faculty roles and institutional support? Abstracts by 1 Mar.; Randy Bass (bassr@georgetown.edu).

#### **Discussion Groups**

#### ANGLO-IRISH LITERATURE

Gender and Irish Writing. Papers focusing on gender in relation to style, literary history, and national identity. 800–1,000-word abstracts by 7 Mar.; J. P. Riquelme (jpriquel@bu.edu).

## ARABIC LITERATURE AND CULTURE Love and Eros in Arabic Literature.

What tropes, motifs, themes emerge around eros in Arabic literature? Potential connections to issues of gender, race, literary theory, political discourse abound. Period open. 500-word abstracts by 16 Mar.; Mohja Kahf (mkahf@uark.edu).

#### ARTHURIAN LITERATURE

Cloaks of Invisibility: The Status of Arthurian Studies. How does invisibility function as a trope for Arthurian literature as a field? To what extent are Arthurian texts and scholarship (self-)marginalized in medieval and literary studies? See www.dac.neu.edu/english/kakelly/MLA05.html. Roundtable proposals by 15 Mar.; Kathleen Kelly (k.kelly@neu.edu) and Elizabeth Scala (scala@mail.utexas.edu).

BIBLIOGRAPHY AND TEXTUAL STUDIES Publishing Modernity. Papers addressing publication, performance, presses, and the making of modern texts. Abstracts by 1 Mar.; Catherine Paul (cpaul@clemson.edu).

CANADIAN LITERATURE IN ENGLISH Black Writing in Canada. 1-page abstracts by 7 Mar.; Winfried Siemerling (winfried .siemerling@usherbrooke.ca).

#### CATALAN LANGUAGE AND LITERATURE

Catalan and Globalization. What are the challenges and possibilities for a so-called minor or minoritized language and culture in an increasingly globalized market? What is the role of literary and cultural production in such a context? Abstracts by 1 Apr.; Brad Epps (bsepps@fas.harvard.edu).

#### CELTIC LANGUAGES AND LITERATURES

Toward a Celtic Sunrise. Assessing the difficulties facing scholars and creative writers of Celtic literature: the impact of English and limited audience for Celtic texts. Explication of Irish or Welsh texts, e.g., "Tain" and *Dafydd ap Swilym*. Abstracts or papers by 10 Mar.; David Clay Jenkins.

## CLASSICAL STUDIES AND MODERN LITERATURE

Contemporary Adaptations of Classical Literature. Abstracts and vitae by 15 Mar.; Mihoko Suzuki (mihokosuzuki@aol.com).

COGNITIVE APPROACHES TO LITERATURE Cognition, Emotion, and Sexuality. How can theorists use cognitive science to explore representations of gender roles and sexual identities? How can a cognitivist approach capture the sociocultural specificities of desire? 1-page abstracts by 15 Mar.; Nancy Easterlin (neasterl@uno.edu).

#### COMPARATIVE ROMANCE LINGUISTICS

Abstracts covering any aspect of Romance linguistics are solicited. Although preference is given to papers addressing more than one Romance language, all abstracts addressing Romance are considered. Abstracts by 1 Mar.; Christina Tortora (tortora@mail.csi.cuny.edu).

## COMPUTER STUDIES IN LANGUAGE AND LITERATURE

Literary Theory and the Electronic Text. Papers that explore how literary theory, including editorial theory, should respond to electronic (and hence infinitely revisable) texts and to computer-assisted analytic techniques. 300–500-word abstracts by 4 Mar.; Susan Schreibman (sschreib@umd.edu).

#### **DISABILITY STUDIES**

Disability and the Nation. (Dis) Connections between disability and nationhood, war, empire, government, democracy, law, veterans, citizenship and its limits. 250word abstracts and brief vitae by 1 Mar.; Kristen Harmon (krharmo@aol.com), Ellen Samuels (esamuels@uclink4.berkeley.edu), and Petra Kuppers (pkuppers@bryant.edu).

#### FOLKLORE AND LITERATURE

250–300-word abstracts that examine the role of religious folklore in any genre of literature by 15 Mar.; Kenn DeShane (kdeshane@mtsu.edu).

#### GENERAL LINGUISTICS

The Sociolinguistics of Contemporary English. Explore representations of English using diverse research traditions, exemplifying the particular characteristics of English use globally. It will also inform the debate

on English spread and language endangerment. 300-word abstracts by 15 Mar.; Janina Brutt-Griffler, Univ. of York, Langwith Coll. L/123, York Y010 5DD, England (jbg500@york.ac.uk).

#### GERMANIC PHILOLOGY

500-word abstracts for papers on any topic in philology or linguistics treating data in older or modern Germanic languages. E-mail abstracts by 18 Mar., regular mail postmarked by 18 Mar.; K. Aaron Smith.

#### HUNGARIAN LITERATURE

Transnationalism, Postcolonialism, and Hungarian Identity. 100-word abstracts, all genres and approaches, by 15 Mar.; Eniko M. Basa (eniko.basa@verizon.net).

## INTERDISCIPLINARY APPROACHES TO CULTURE AND SOCIETY

Foreign Relations. Inquiries into overlaps between the representation of foreignness and political history or state foreign policies. Intersections of literature, anthropology, diplomacy, journalism, international law, etc. Archival, theoretical, and comparative studies. Abstracts, vitae by 16 Mar.; Brian T. Edwards (bedwards@northwestern.edu).

#### ITALIAN AMERICAN LITERATURE

Translated Lives: Negotiations of Self in Italian America. Papers exploring a broadly defined concept of "translation" and identity in literature, film, oral history, or music of any period. Abstracts or papers (electronic only) by 10 Mar.; Tracy Floreani (tracy.floreani@bakeru.edu).

## JEWISH AMERICAN LITERATURE Toward Tradition: Jewish American

Writers and Their Return to Judaism. Papers on Jewish American writers and their response to Jewish tradition, ritual, and religion. Abstracts and brief vitae submitted as MS Word attachments by 5 Mar.; Victoria Aarons (vaarons@trinity.edu).

#### JEWISH CULTURAL STUDIES

Religion and Jewish Cultural Studies? Representations of Judaisms; religion as a category of analysis in narrative and the theoretical work of Jewish cultural studies. 250-word abstracts by 1 Mar.; Alisa Braun (sabraun@ucdavis.edu).

#### LAW AS LITERATURE

Law, Theater, Performance. Topics include law and performance, Shakespeare's legal world, trials, show trials. Abstracts by 15 Mar.; Kathryn Temple (templek@georgetown.edu).

#### LEXICOGRAPHY

Bicentennial of American Dictionaries. Examinations of significant persons, documents, or accomplishments characterizing notable aspects of American dictionary making, especially those described in the preface to Webster's 1806 *Compendious Dictionary*. Abstracts by 1 Mar.; John Morse (jmorse@merriam-webster.com).

LUSOPHONE LITERATURES AND CULTURES OUTSIDE PORTUGAL AND BRAZIL

A visão feminina da experiência póscolonial na África e Ásia lusófona / Women's Perspectives of the Postcolonial Experience in Lusophone Africa and Asia. Women's contributions to the building of the new Portuguese-speaking nations and areas of Africa and Asia. Abstracts of papers in English or Portuguese by 7 Mar.; Joseph Abraham Levi (jlevi@ric.edu).

## MEXICAN CULTURAL AND LITERARY STUDIES

Las temporalidades urbanas. Estudios sobre el tiempo y la vida colectiva/comunitaria urbana. Desde la experiencia cotidiana en la ciudad hasta las grandes transformaciones urbanas. Cualquier período y región de México. Abstracts by 20 Feb.; Rebecca E. Biron (r-e-b@miami.edu).

## NETHERLANDIC LANGUAGE AND LITERATURE

Lost Innocence: Defining Dutch Liberalism in Times of Political Extremism. Papers that seek to (re)define liberalism in the literature and culture of the Lowlands in times of political and social turmoil. 250–500-page abstracts by 15 Mar.; Jenneke Oosterhoff (ooste003@umn.edu).

OLD NORSE LITERATURE AND LANGUAGE Siðaskipti: Spirituality and Change in Old Norse Literature. Abstracts by 15 Mar.; Jana Schulman (jana.schulman@wmich.edu).

#### PART-TIME FACULTY MEMBERS

Rewriting the Capitol: Part-Time and Contingent Faculty Lobbying in Practice and Theory. Discussions on strategies and tactics for lobbying, including testifying and direct political action, at the state and national level. Brief abstracts by 1 Mar.; Michelle Squitieri (msquitieri@mindspring.com).

## POSTCOLONIAL STUDIES IN LITERATURE AND CULTURE

Family and Postcolonial Nation. Literary visions of the nation as a community linked by blood versus alternative imaginings of community. Historical disruptions of both—partitions, abductions, wars, adoptions. Proposals by 15 Mar.; Gillian Gane (ggane@hamilton.edu).

PRESENT-DAY ENGLISH LANGUAGE Multidirectionality of Linguistic Influence. Sociolinguistics, dialectology, phonology, syntax, morphology. Proposals by 12 Mar.; Eric Hyman.

PROVENÇAL LANGUAGE AND LITERATURE Postmedieval Representations of the Troubadours. Literary, artistic, musical, or other cultural treatments of the poets and their heritage. Abstracts by 10 Mar.; Caroline A. Jewers (cjewers@ku.edu).

## PUERTO RICAN LITERATURE AND CULTURE

Insularities and Diaspora: Recent Trends in Puerto Rican Cultural Criticism. Industria editorial; corrientes críticas y teóricas; nuevas recontextualizaciones de los estudios puertorriqueños; ensayos que examinen el estado actual del campo. Abstracts by 15 Mar.; Daniel Torres (torres@ohio.edu).

ROMANCE LITERARY RELATIONS Don Quixote and the Romance-Speaking World: 400 Years. An anniversary exploration of the Quixote's debt and legacy to cultural production (in any medium) in the Romance languages. Abstracts by 1 Mar.; Jo Labanyi (j.labanyi@soton.ac.uk).

#### ROMANIAN STUDIES

Eastern European Women as Cultural Mediators. The panel seeks papers that consider the presence of women writers, artists, wealthy socialite, diplomats in the cultural and political climate of their time. 250-word proposals by 15 Mar.; Anca Munteanu (munteanu@lemoyne.edu).

## SCANDINAVIAN LANGUAGES AND LITERATURES

Telling of Place and Identity. Proposals relating to the 2005 commemorations of the birth of H. C. Andersen or the dissolution of the Norway-Sweden union. Abstracts by 28 Feb.; Peter G. Christensen (petergc@csd.uwm.edu).

## SCIENCE FICTION AND UTOPIAN AND FANTASTIC LITERATURE

Social Fantasy. Papers on the science-fictional exploration of the fantastic basis of social or political identities, categories, or communities. 1-page abstracts by 10 Mar.; John Rieder (rieder@hawaii.edu).

#### SCOTTISH LITERATURE

Bonnie Lads and Braw Lasses: Gendering Scotland. Papers on any and all aspects of gender and sexuality in Scottish writing, medieval to contemporary. Abstracts by 11 Mar:; Antony Hasler (hasleraj@slu.edu).

#### SEPHARDIC STUDIES

Sephardic Literary Heritage: Guardians, Collectors, Researchers. People who have researched the Judeo-Spanish language, have saved the treasures of Sephardic culture, and continue to make them accessible to the academic world. Abstracts (English, Spanish, Portuguese, or Judeo-Spanish) by 7 Mar.; Alla Markova (zekhera@hotmail.com).

## SOUTH ASIAN LANGUAGES AND LITERATURES

Public or Postcolonial? South Asian Writers as Intellectuals. Role in South Asia, gadfly, informant, halfy, Macaulay's children, complicit in global capital, audience, careerists, global nomads, public intellectuals, etc. Abstracts by 1 Mar.; Pramod Mishra.

#### SOUTHERN LITERATURE

Postplantation Society in the South, Latin America, and the Caribbean. Papers on the plantation's racial, cultural, social, and historical legacies of the literature and cultures of the "southern" Americas. 500-word abstracts by 1 Mar.; Deborah Cohn (dncohn@indiana.edu).

#### TRANSLATION

Translation and Colonialism. Any aspect of the relation between translation and colonialism, including translation during colonialism, colonialism in translation, translation as colonialism or as a colonialist instrument. Abstracts by 10 Mar.; Kathleen Ross (kar1@nyu.edu).

#### TRAVEL LITERATURE

Economies of Travel. 15-min. papers focusing on the economic implications of travel writing, including tourism, exploitation, class, empire/nations, cultural commodification, borders, consumption, cuisine, wellness/health. Abstracts by 15 Mar.; Tilar Mazzeo (tjmazzeo@colby.edu).

#### THE TWO-YEAR COLLEGE

Border Crossings: Creative Collaborations Between Two- and Four-Year Colleges. Focusing on collaborations between two- and four-year colleges, especially those directed to the academic preparation of two-year college faculty members. Abstracts by 1 Mar.; Georgia A. Newman (ganewman@alltel.net).

#### WEST ASIAN LANGUAGES AND LITERATURES

Emerging Identites, Gender, and Globalization. Abstracts by 9 Mar.; Roberta M. Micallef (roberta.micallef@mail.hum.utah.edu).

#### **MLA Committees**

## ASSOCIATION OF DEPARTMENTS OF FOREIGN LANGUAGES

Common Cause: Joint Ventures in English and Foreign Language Programs. Papers illustrating successful initiatives that demonstrate collaborative leadership in support of our common project: teaching language, writing, and literature. Abstracts by 1 Mar.; Jenifer K. Ward.

## COMMITTEE ON ACADEMIC FREEDOM AND PROFESSIONAL RIGHTS AND RESPONSIBILITIES

The Ethics of Cyberpedagogy: Computer Literacy in the Global Classroom. Do computer-mediated teaching practices and scholarship conflict with students' rights? Papers discussing online publishing, privacy, fair use, Internet scholarship, and intellectual property. Abstracts by 1 Mar.; Lisa Justine Hernandez (lisah@admin.stedwards.edu).

## COMMITTEE ON COMMUNITY COLLEGES Innovations in Two-Year Colleges. How

two-year colleges transform the landscape of undergraduate education. Papers exploring service learning, distance education and hybrid courses, learning communities, dual enrollment, developmental education, interdisciplinarity, etc. Abstracts by 1 Mar.; Sean Murphy.

Teaching Indigenous and Foreign Languages. Papers on issues regarding teaching indigenous, endangered, and foreign languages, including pedagogy, distance learning, etc. Abstracts by 1 Mar.; Deborah Gill (djg25@psu.edu).

Will My Course Transfer? Models of articulation between two- and four-year colleges that enhance curriculum and guarantee transfer. English and foreign language faculty members' roles in dialogues between two- and four-year transfer partners. Papers by 28 Feb.; Bette Hirsch.

## COMMITTEE ON DISABILITY ISSUES IN THE PROFESSION

Black Disability Studies. Convergences and divergences between disability studies and black studies, broadly conceived; African American cultures and cultural production; black diasporas; black/disabled theories, identities, histories. Abstracts by 1 Mar.; Alice Sheppard or Robert McRuer.

Disability and Media. Papers or presentations addressing disability and media: theories of media as disabling or enabling; intersections between audiovisual technology and people with disabilities; representational medium and represented disability; literature as disabled medium. Proposals by 1 Mar.; Celeste Langan or David Lee Miller.

Fresh Voices in Disability Studies. Fresh perspectives on disability studies that challenge, question, or reinterpret current vocabulary, theory, attitudes, and tensions in the field. 5-min. presentations followed by response and roundtable discussion. By 1 Mar.; Ann R. Keefer (arkeefer@acsu.buffalo.edu).

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

(In)Comparable Américas? Writing Race and Ethnicity in the Hemisphere. Papers that reflect on the aesthetic procedures and historical conditions that grant (or not) a comparative approach across the North-South divide. Abstracts by 1 Mar.; Agnes Lugo-Ortiz (lugortiz@uchicago.edu).

Literatures of Color, Elsewhere: Migrating across Disciplinary Boundaries. Papers focused on teaching writers of color outside the disciplinary context of literature and English studies. Abstracts by 1 Mar.; Malea Powell (powell37@msu.edu).

Problematic Identities. Submissions on texts and experiences evincing the difficult belonging of people whose national origins, mixed ancestry, sexuality, linguistic backgrounds, and cultural heritage trouble conventional ethnoracial categories and identities. Abstracts by 1 Mar.; Susana Chávez-Silverman (scs04747@pomona.edu) or Silvio Torres-Saillant (saillant@syr.edu).

COMMITTEE ON SCHOLARLY EDITIONS Editing Is Interpretation: Theory, Historicism, and Reading. Papers welcomed on the mutual interpretive consequences of textual editing and any literary, historicist, sexual (LGBT, queer), Marxist, postcolonial, feminist, or multicultural approach. Abstracts by 7 Mar.; John Bryant (engjlb@hofstra.edu) and Martha Nell Smith (mnsmith@umd.edu).

The Question of Standards in Scholarly Editions in Translation. Challenges and opportunities facing editors of translated works; the question of best

practices, standards, and guidelines; relations to original-language editions. 2-page abstracts by 15 Mar.; Michael Jennings (jennings@princeton.edu).

## COMMITTEE ON THE STATUS OF GRADUATE STUDENTS IN THE PROFESSION

Graduate Student Teaching and the Culture Wars. Does the culture war's resurgence in Congress place untenured teachers in a precarious position? How do graduate students manage dismissals of their teaching as liberal bias? Submissions by 15 Mar.; Steven Thomas (swt116@psu.edu).

## COMMITTEE ON THE STATUS OF WOMEN IN THE PROFESSION

Negotiation as Theory, Theorizing Negotiation. Can feminist theory negotiate this crisis? The academy embraces corporate models. University presses trim their lists of critical theory; literature departments emphasize more traditional curricula marginalizing theoretical intervention. 500-word abstracts by 15 Mar.; Paula Rabinowitz.

#### OFFICE OF FOREIGN LANGUAGE PROGRAMS

The MLA Language Map in the Classroom. Papers examining uses of the map from a range of curricular settings. Abstracts by 15 Mar.; David Goldberg (dgoldberg@mla.org).

#### PUBLICATIONS COMMITTEE

Reading the Oriental Romance. Do "oriental romances" form an identifiable genre? Does reception create the genre? What is the role of alias, alibi, and allegory in intercultural reading? Advance queries welcome. 100-word abstracts by 1 Mar.; Haun Saussy (haun.saussy@yale.edu).

Reading under Siege. Reading under conditions of war, dictatorship, and the proscription against reading itself. Possible topics: reading as refuge or escape; enforced illiteracy; gendered access to texts; fictions of censorship. Abstracts by 1 Mar.; Amy Kaminsky (kamin001@umn.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.

The Aesthetic as Part of Education. How art and literature help develop thinking and feeling—the mind, the soul, the full person. Abstracts by 18 Mar.; Gene H. Bell-Villada.

Aging and Old Age in Fantasy and Fiction. Constructions of age in children's literature, fairy tales, science fiction and fantasy, and other literary forms; wisdom, witchery, kindness, and cronehood; all languages and

periods. 1-page abstracts by 1 Mar.; Leni Marshall (mars0264@umn.edu).

Aging Bodies, Embodied Age. The language, gendering, medicalization, sexuality, economics, aesthetics, and psychology of aging and old age in literature and culture. 1-page abstracts by 1 Mar.; Cynthia Port (cport@english.upenn.edu).

American Drama of the Holocaust. Potential topics: Do American playwrights sugarcoat the Holocaust? Has the Holocaust been Americanized for the mass consumption of Broadway? Abstracts and vitae by 14 Mar.; Gene A. Plunka (gaplunka@memphis.edu).

American Realism and American Citizenship. American realism (c. 1870–1920) and the social, cultural, or political circumstances of citizenship. Possible topics: Americanization, assimilation, tradition, naturalization, emancipation, disenfranchisement, segregation. 300-word abstracts by 1 Mar.; Jeffrey W. Miller (jmiller@utm.edu).

Anglo-German Romantic Mediators. Those who established contacts essential to the exchange of texts and ideas between Germany and Britain (travelers, salonnieres, translators, others). 300-word abstracts and vitae by 15 Mar.; Susanne Schmid (susanne .schmid@em.uni-frankfurt.de).

Bandes Originales: Music in Contemporary French and European Cinema. Papers interested in locating, reading, and interpreting music in contemporary French and French-speaking films. Detailed 250-word abstracts by 15 Mar.; Sylvie Blum-Reid (sylblum@grove.ufl.edu).

Bane or Aubaine? The Franco-American Rift and the Future of French Studies. Accounts of or proposals for teaching French social, historical, and cultural issues in the light of recent events. 300-word abstracts by 15 Mar.; Mark Burde, Box 208251 Yale Sta., New Haven, CT 06520 (mark .burde@yale.edu).

Being in Narrative: The Historical Tradition of Caribbean Literature. For Caribbean peoples, literature serves as historical record alongside traditional histories. Seeking submissions that address the relations among Caribbean literary aesthetics, identity, and ontology. 1-page abstracts by 1 Mar.; Shona N. Jackson (nkolas@stanford.edu).

Beyond Antifascism: German Exile Writing, 1933-45. Historically and theoretically informed close readings that develop outside the interpretive frame of antifascism and link conceptual discussions of exile and modernity. Abstracts by 7 Mar.; Theodore Rippey (theodor@bgnet.bgsu.edu).

Beyond Generalism: Defining the Small-College Experience. Besides generalism, what distinguishes small-school culture? How are teaching, research, and service different? How are student, faculty, and administrative relationships different? What doesn't the field as a whole understand? Abstracts by 1 Mar.; Paul Hanstedt (hanstedt@roanoke.edu).

Beyond the Moderns: Postwar Expatriate Writing in Paris. Papers that examine post-World War II expatriate writing in Paris through various critical lenses. 1-page abstracts by 7 Mar.; Thomas Smyth (smyth@uni-mainz.de).

The Bible, Politics, and 17th-Century Englishwomen's Writing. 1-page abstracts by 1 Mar.; Teresa Feroli.

Black Enlightenment, Black Atlantic. What challenges and opportunities do discourses of the Enlightenment offer to Africans inhabiting a circum-Atlantic world? Considerations of science as performance encouraged. 1-page abstracts, vitae by 1 Mar.; Jonathan Beecher Field (jbfield@clemson.edu).

British Veterans of the First World War. Texts (literary or not) by or about veterans, concerning veteran identity vis-à-vis postwar culture and social policy. Noncanonical texts encouraged. 1–2-page abstracts by 15 Mar.; Douglas Higbee (jhigbee@uci.edu).

Broken Forms: Poetry and the Construction of National Identity. How has poetry written by or about America(ns) changed, critiqued, or constructed national identity? Postcolonial, disability theory, queer theory, new-historicist approaches, etc. 1-page abstracts by 1 Mar.; Jan VanStavern (jvanstavern@dominican.edu).

Canonical Revisions. Approaches to teaching world literature through paired texts (e.g., Defoe/Coetzee, Brontë/Rhys). Classroom experiences or more general reflections on the possibilities and perils of the approach. Abstracts and vitae by 1 Mar.; Dohra Ahmad (ahmadd@stjohns.edu).

Captive Audience. What roles do zoos play for animals, humans, nations, global relations? Topics: interactions, representations, "Nature," empire, primitivism, exoticism, conservation, anthropomorphism, and zoos. 400-word abstracts and brief vitae by 1 Mar.; Teresa Mangum (teresa-mangum@uiowa.edu).

Cervantes in/and the Americas. Cervantes/Quixote's influence in the Americas (including the United States) from the 17th century through the present. 1-page abstracts or 15-min. papers (e-mail attachment) and 5-line professional profiles by 1 Mar.; Luis Correa-Diaz (correa@uga.edu).

Class in Famine Narratives across Cultures. Papers that explore, extend, reconfigure, or question the new visibility of class in recent theorizations of famine, notably Amartya Sen. 1-page abstracts by 8 Mar.; Rajender Kaur (rkaur@ric.edu).

Confluences in Contemporary Luso-Brazilian, Russian, and East European Women's Writing. Personal and cultural memory, national and transnational consciousness, generation, genre. Comparative or close analyses. Ulitskaia, Petrushevskaia, Lispector, Piñon, Jorge, etc. 1–2-page abstracts by 10 Mar.; Sharon Lubkemann Allen (slallen@princeton.edu).

Consuming the Image: Coca-Cola in Literature and Film. A session designed to

explore literary and cinematic responses to Coca-Cola's economic, political, and cultural presence. 500-word abstracts by Mar.1; Olga Mesropova (olgames@iastate.edu).

Controversial Protagonists in Literature and the Media. Exploring imagined dialogues and inner speech of an unethical hero sharing feelings with the readers and audience (e.g., Richard III, Sopranos). Papers or 500-word abstracts by 15 Mar.; Lily Alexander (lily.a.alexander@hofstra.edu).

Criminals and Dissidents between Fact and Fiction. How does police state literature blur the lines between crime and dissent? 1-page abstracts and brief vitae by 7 Mar.; Jonathan Smolin(smolin@fas.harvard.edu).

The Cultural Contexts of Sterling Brown's Poetry. Music, Langston Hughes, folklore, voice, community, Romanticism and the vernacular, later poets, Brown's DC heritage, or his years at Howard University. 250-word abstracts and brief biographies by 12 Mar.; Jeff Westover (jwestover@howard.edu; jeffwestover@hotmail.com).

Cultural Dislocation in Beckett. Examining Beckett's exile from Irish Ireland and its implications for a reading of the postwar work. Proposals for 20-min. papers by 7 Mar.; Sean Kennedy (sean\_dc\_penn@yahoo.co.uk).

Dance and the Victorians. Papers demonstrating representations of dance in Victorian literature, aesthetics, high and low culture. Perspectives including significance of dance studies to 19th-century scholarship encouraged. 1–2-page abstracts 10 Mar.; Megan Early Alter (megan-alter@uiowa.edu).

"Dancing about Architecture": Creating Intermedia Theory. Cross-media intertextualities confound and reshape our concepts of genre, style, aesthetics, nation, time period, and text. Vitae and 500-word abstracts exemplifying this methodology by 1 Mar.; Trinna S. Frever (frever@wayne.edu).

The Da Vinci Code: Popular and Academic Responses. Assessing the book and responses to the book, including analyses invoking contexts of art history, history of religion, biblical criticism. Abstracts by 15 Mar.; George Scheper (shepbklyn@aol.com).

Decadent Poetics: Oscar Wilde and Thomas Mann. What concepts of literature define works by Wilde and Mann? Does their fiction reflect their poetological essays? Where does Mann follow Wilde? 2-page abstracts by 11 Mar.; Gerd Bayer (bayerg@uww.edu).

Derrida and Anglo-Saxon Studies.
Detailed abstracts (150 words minimum) no later than 7 Mar.; Patricia Dailey (pd2132@columbia.edu) or Kathleen Davis (kathleen@princeton.edu).

Detecting Ethnicity. Both conventional detective fiction and the appropriation of the mystery genre by literary writers. Seeking submissions on the dynamics of ethnicity and law in detective and mystery narratives. 300-word abstracts by 1 Mar.; Justine Dymond (jdymond@english.umass.edu).

Digital Illustration and Illumination. Electronic texts complicate notions of textuality and materiality. How do electronic images revise word-image relations as well as theories and practices of illustration and illumination? 1-page abstracts by 15 Mar.; Olin Bjork (olin.bjork@mail.utexas.edu).

Paul Laurence Dunbar: New Work. A Reexamination of the claims that Dunbar's fiction and poetry are an echo of the dominant ideologies and aesthetic conventions of his time. E-mail 1-page abstracts by 15 Mar.; Henry Blackwell (blackweh@bc.edu).

Paul Laurence Dunbar: One Century Later. New critical approaches to Dunbar's novels, short stories, poetry, songs, plays, and essays almost one century after his death. 1-page abstracts and vitae by 1 Mar.; Gene Andrew Jarrett (gjarrett@umd.edu).

Early Modern Representations of Poverty. Mingling medieval reverence, merriment in plebeian antics, and demonization of the underclasses as masterless men, how do early modern conditions inform these and other representations of poverty? Abstracts by 15 Mar.; Chris Fitter (fitter@camden.rutgers.edu).

Early Modern Science Fiction. Is science fiction (SF) possible before science? Before fiction? Papers on early modern anticipations of SF (clones, wormholes, extraterrestrials) or on early modern science and literature within postmodern SF. Abstracts by 15 Mar.; Lara Dodds (Idodds@english.msstate.edu) and Scott Maisano (scott.maisano@umb.edu)

The East/West of North/South. Any aspect of the twin histories and problems of the Cold War and decolonization or of communism and postcolonialism. Via Brennan, Pietz, Young, Kang? Theory, literature, or film. East/South texts and context encouraged. Abstracts by 12 Mar.; Daniel Vukovich (dfvukov@ucsc.edu).

**18th-Century Poetic Voice.** Papers analyzing the concept of poetic voice, how authors construct and authorize their voices, and what "voice" means for 18th-century poetry. Topics and methodologies may be theoretical, historical, or both. Abstracts by 15 Mar.; James Mulholland (jmulholl@rci.rutgers.edu).

Emotion in Lyric Poetry. After the "death of the subject," how does current emotion theory help us understand lyric poetry? How do concepts of emotion affect poetry theory? Abstracts or papers by 1 Mar.; Celia Carlson (carlsonc@mhcc.edu).

Epidemics and Literature. Literature of any kind, including film, addressing epidemics throughout history. Prefer submissions examing social and historical ramifications, noting how such works educate and inform. 1-page abstracts, short vitae, by 12 Mar.; Karen C. Blansfield (karenb@email.unc.edu).

Ethnography. Exploration of convergences between ethnographic documentary and ethnographic docudrama. Do the genres share goals, aesthetics, ideology? Does docudrama unsettle documentary truth claims? 250-word abstracts by 15 Mar.; Kristen Barnes (kristen\_barnes@sbcglobal.net).



Eucharistic Presence and Ineffability in 17th-Century English Literature. A panel on early modern literary uses of Eucharistic theology in the verbal search for, or repudiation of, divine Presence. 250-word proposals by 15 Mar.; Yaakov Mascetti (mascety@h2.hum.huji.ac.il).

Evolutionary Theory and Literary Criticism. In what ways does (neo-)Darwinian literary criticism accord with, not diverge from, postmodernist critiques of, for example, subjectivity, desire, consciousness, reflexivity, or values in contemporary literature? Abstracts by 15 Mar.; A. Samuel Kimball (skimball@unf.edu).

La Experiencia, Novísimos, Postnovísimos, and Beyond. Papers on Spanish poetry from the 1950s to the present and its interactions with postmodernism and cultural studies. 1-page abstracts (and works cited) by 3 Mar.; María del Puig Andrés (andres@uga.edu).

Fables. Fables from any culture and period. Topics may include history and fables, politics and fables, ideologies of the form, cross-cultural connection, relations between animals and humans. 250-word abstracts and vitae by 15 Mar.; Frank Palmeri (frankapalmeri@aol.com).

FGM in Diaspora Literature. Do authors writing on FGM in and for the diaspora differ significantly from those whose primary audience is in Africa? 200-word abstracts on all genres by 21 Feb.; Tobe Levin (levin@em.uni-frankfurt.de).

Fiction: The Very Idea. What motivates the commonsense distinction between factual and fictional discourse? If it is justified, how should we explain each use? If not, what is the alternative account? Proposals by 15 Mar.; David Gorman

The Fog of War. New-historicist, rhetorical, psychological, deconstructive, and other readings of Errol Morris's The Fog of War: Eleven Lessons from the Life of Robert S. McNamara (2003). Abstracts by 15 Mar.; Jillian Smith (jlsmith@unf.edu).

"For Books Continue Each Other": Virginia Woolf's A Room of One's Own Seventy-Five Years On. An exploration of responses that reconceive, critique, celebrate, or otherwise continue Woolf's seminal arguments and format. Abstracts by 1 Mar.; G. Elizabeth Korn (ekorn@hunter.cuny.edu).

Forms of Nostalgia? Literary Catholicism in Jacobean England. Anti-Catholicism found in Jacobean literature suggests the difficulty of religious reformation. Possible topics: reforming the stage, representing worship forms, latent Catholicism in literature. 300-word abstracts by 1 Mar.; Tiffany Alkan and Daniel Swift (tjw50@columbia.edu).

For the Love of Literature. In today's sociopolitical climate is the cultivation of students' love of reading literary texts theoretically justifiable as an educational objective? 1-page abstracts and brief vitae by 1 Mar.; Cristina V. Bruns (cristybruns@cox.net).

La francophonie au contemporain. Notions of "francophonie" in the making. "Francophonie" in works by francophone artists and writers. 1-page abstracts (French or English) and short vitae by 10 Mar.; Roseanna Dufault (r-dufault@onu.edu).

From Harlem to Havana: Reflections on Langston Hughes in Latin America. Examining transnational Atlantic disclosures between Hughes and Latin American writers. 600-word abstracts and vitae by 15 Mar.; Leilani García-Turull (l.garciaturull@csuohio.edu).

The Function of Criticism in Modern Spanish Literature. Critical treatments of the role of criticism in Spanish literature and culture from the 18th century to the Restoration (1874–1931). 1 page abstracts by 15 Mar.; Iñigo Sánchez-Llama (sanchezl@purdue.edu).

God and Sex in 18th-Century English Literature. Papers analyzing relations between religious belief and practice and sexual identity and behavior in the long 18th century. 1-page abstracts by 1 Mar.; Jeremy Webster (webstej1@ohio.edu).

Graphic Narratives. Papers analyzing comics, graphic novels, narrative art, cartooning. Possible topics include historical comics, political comics, interdisciplinarity, mixed media discourses, representations of trauma and the body, comics as a mass medium. By 15 Mar.; Hillary Chute (hillary@earthlink.net).

Heterogeneity Unbound: New Perspectives on the Work of Antonio Cornejo Polar. Papers relating to any aspect of Cornejo Polar's work. 1-page abstracts by 15 Mar.; Estelle Tarica(etarica@socrates.berkeley.edu).

Heteronormativity before Heterosexuality. Papers relating to discourses or ideologies privileging male-female sexual and affective relations prior to the invention of heterosexuality (c. 1900). Papers or abstracts and brief vitae by 1 Mar.; Axel Nissen (n.a.nissen@iba.uio.no).

**Geoffrey Hill.** Any aspect of Hill's poetry or prose. 1-page abstracts by 1 Mar.; Eileen Abrahams [ei@vownet.net].

The Historical Novel and Psychoanalytic Theory. Papers on historical novels exploring tensions between historical science/truth and literary invention/fiction; psychoanalytic definitions of truth, archive and fantasy; theories of history and memory. 1-page abstracts by 15 Mar.; Eliza Slavet (eslavet@ucsd.edu).

Homage à Elfriede Jelinek. Few Nobel Prize Winners in Literature have been censured like Jelinek. 200-word abstracts, for papers that appreciate her feminist, socialist, and postmodern approaches, by 21 Feb.; Tobe Levin (levin@em.uni-frankfurt.de).

How to Teach Prerevolutionary French Literature to Undergraduates and Why We Still Should. Effective approaches for attracting and engaging undergraduates; new arguments for their relevance in a liberal arts curriculum. 1-page abstracts by 15 Mar.; Maria Park Bobroff (mbobroff@guilford.edu).

Identities in Progress: Rereading Manzoni. Manzoni's agency on Italy's modern cultural identity, from his reception in and out of Italy to current revisiting. 200-word abstracts by 15 Mar.; Andrea Malaguti (am2057@columbia.edu).

The Image of America in Arab Travel Writings. The diverse representations of America in recent Arab travel with or against theories of cross-cultural encounters and "intercivilizational alliances." Abstracts by 15 Mar.; Jamil Khader (jkhader@stetson.edu).

Images of Masculinity during the Weimar Republic. Papers on images of masculinity in all aspects of German culture, including literature, performing and visual arts, and politics. 1-page abstracts and brief vitae by 15 Mar.; Esther Bauer(ebauer@uwsp.edu).

Imagining Community through Poetry and Drama. Benedict Anderson and others privilege the novel as the genre for national construction. How might audiences identify with the nation through poetry and drama? 1-page abstracts by 6 Mar.; Marveta Ryan (mmryan@iup.edu).

The Impact of World War II on British Modernism. What social, cultural, political, historical impacts did the war and the changes created by war have on modernist literature, on the literary movement? 10 Mar.; Andrea Adolph (aadolph@kent.edu).

In Love with Death. Glorification and mystification of death and destruction as redemptive in 20th-century European literature and culture versus attempts to counter the pathos of the death drive, of decadence and despair. 1-page abstracts by 14 Mar.; Robert Buch (buch@uchicago.edu).

Inside Empire: Rereading the Gilded Age. The literature of migrants, nomads, the colonized, transplanted, and exiled in the Gilded Age. Empire. Translation. Citizenship. 250-word abstracts by 1 Mar.; Laura Lomas (llomas@andromeda.rutgers.edu).

Interart in Poetry. Interart in poetry is promoted to create a new world of interart combining literature with other arts like music and paintings based on 20th century's poetry. 200-word abstracts by 5 Mar.; Eriko Hayashi (eriko@violet.plala.or.jp).

Islam in Literature from the Muslim World since 9/11. How have writers from the Muslim world dealt with Islam in their writings since 11 September 2001? 2-page abstracts and brief vitae by 14 Mar.; Carine Bourget (bourgetc@u.arizona.edu).

Edward P. Jones: The Black Mid-Atlantic World through Time. Papers analyzing the fiction of Edward P. Jones. Special consideration given to essays attentive to geography, race, social class, alienation, and historical trauma. Abstracts by 1 Mar.; Lawrence Jackson (lpjacks@emory.edu).

**Just Words.** Exploring unbiased language to promote justice through respect and courtesy, with emphasis on the ways language can reduce discrimination and promote better societal relations. 600-word abstracts by 20 Feb.; Val Dumond, PO Box 97124, Tacoma, WA 98497 (jazzyval@aol.com).

Ismail Kadare: Writing, Dictatorship, and Albanian Identity. The work of Albania's foremost writer during the postwar dictatorship: individual works, sociopolitical and cultural context, writings on dictatorship and political-cultural theory, etc. 300-word abstracts by 1 Mar.; Peter Morgan (pmorgan@cyllene.uwa.edu.au).

Lacan and Black Film. Lacan proves useful in film studies. What problems or insights emerge from the application of Lacanian theory to film of the black diaspora? E-mail abstracts by 15 Mar.; Jennifer E. Henton (jhenton@rollins.edu).

Landscapes of the Vietnam War. What happens to the pastoral when writers associate "the boonies" with trauma? How do they refract descriptions of the jungle through more familiar, American landscapes? 1-page abstracts (no attachments) by 15 Mar.; Ann A. Huse (annhuse@yahoo.com).

Else Lasker-Schüler: From the Heart. Lasker-Schüler's writing, painting, and drawing from the heart and representations of the heart as a modernist aesthetic strategy. 1-page abstracts by 1 Mar.; May Mergenthaler (mmergent@princeton.edu).

The Later Lacan and Criticism. Papers focusing on the recent shift in Lacan studies toward his concepts of the 1970s and on how they can be applied to criticism. 300-word abstracts by 1 Mar.; Sheldon Brivic (sbrivic@temple.edu).

The Legacy of Jacques Derrida in Francophone Studies: Issues and Perspectives. A roundtable discussion to reflect on the contributions of the Juif-Français d'Algérie who challenged the field. 250-word abstracts by 15 Mar.; Nathalie Drouglazet (nathalie.drouglazet@simmons.edu).

Letrados and Modernity. Literary and cultural history of the intellectual in modern Latin America. Studies of debates, polemics, and animosities are especially welcome. 250-word abstracts in Spanish or English by 16 Mar.; Jorge Coronado (jcoronado@northwestern.edu).

Literary Entomologies. Intersections of insects and literary studies, including the assimilation of poetics into taxonomics or other entomological discourse. E-mail abstracts by 15 Mar.; (brown.eric@maine.edu).

Literary Visions of Martha's Vineyard in Dorothy West's Novels and Short Stories. Abstracts of proposed papers by e-mail by 15 Mar.; Pearlie Peters (petersp@rider.edu).

Literature and Aletheia. How might Heidegger's concept of truth as aletheia help us understand the truth or untruth of literature? How might specific works illustrate or complicate Heidegger's concept? 250-word abstracts by 7 Mar.; David deKanter Arndt (darndt@deepsprings.edu).

Literature and Economics. Economists have been creative writers, and literature by authors such as Defoe and Johnson have shown affinity toward economics. Abstracts or papers by 15 Mar.; Amiya Bhushan Sharma (a.b.sharma@india.com).

Literature and Museum Studies. Museums are important sites of discursive activity. How does transnational literature reproduce and critique museums' assumptions regarding nation, history, tradition, origin, universality, authenticity, race, class, gender? 1-page abstracts by 15 Mar.; John Pedro Schwartz (jpedro@mail.utexas.edu).

Maghrebian Writings in and about Spain. Interdisciplinary papers on Maghrebian authors who deal with borders, immigration, racism, and transculturation in contemporary Spain. 1–2-page abstracts and vitae by 15 Mar.; Manuel Martín-Rodríguez (mmartin-rodriguez@ucmerced.edu).

Mamet on Stage and on Film. Mamet's plays don't easily adapt to film. Why do they work on stage but not on film? Why do his films succeed? 2-page proposals with vitae by 24 Mar.; David Sauer (sauer@shc.edu).

Mapmaking and Trauma: The Partition of British India. Papers investigating, using literature and films, the expression of, confrontation with, and working through of the macrosociological psychopathology of this mass upheaval. 500-word abstracts by 15 Mar.; Manishita Dass (mdass1@ swarthmore.edu) and Debali Mookerjea-Leonard (dm256@cornell.edu).

Marxism and Globalization. How does Marxism account for globalization, and why are its explanations at odds with the mainstream theories? Abstracts by 15 Mar.; Amrohini Sahay (asahay@ic.sunysb.edu).

Medicine, Literature, and Corporeality in America, 1850–61. The construction of clinics, morgues, and medical texts as sites for or exclusion from citizenship. 300-word abstracts by 15 Mar.; Patricia Ploesch (patricia.ploesch@ucr.edu) and Dana Barca (danebarca@hotmail.com).

Medieval Autobiography Rethought. Theoretically and historically informed proposals on all forms of writing about the self; hybrid texts; collective autobiography; marginalia; reconsiderations of the genre; any and all autobiographical impulses. 1-page abstracts by 15 Mar.; Afrodesia McCannon (mccannon@rowan.edu).

Modern Approaches to Pierre Loti. A session designed to present current approaches to the works of Pierre Loti. 300-word abstracts by 1 Mar.; Richard M Berrong (rberrong@kent.edu).

Modernism and Celebrity. What's the relation? Where does it lead? Author function degree zero? Hybridized image and text? Commodity self-fashioning? Name, value, affect machinery? Case studies, theorizations. 250-word abstracts and vitae by 1 Mar.; Aaron Jaffe (a0jaff02@gwise.louisville.edu), Jonathan Goldman (jonathan\_goldman@brown.edu).

Iris Murdoch and the Moral Imagination. Critical or interdisciplinary examinations of Murdoch's contention that art is "for life's sake" because it encourages exercise of our moral imagination: love, self-overcoming, freedom from fantasy, detachment. Abstracts by 15 Mar.; Pamela M. Brown (pbrown@yu.edu).

Muslims and Islam in Contemporary Spanish Fiction, 1980s-Present. Papers analyzing the literary representation of Muslims and their culture in works delving on historical revisionism, *mudejarismo*, and Spaniard converts to Islam. Abstracts by 10 Mar.; Mercedes Mazquiarán de Rodríguez (rllmmr@hofstra.edu).

Narrative Construction and the Contemporary African American Novel.

Narrative complexities in African American novels published after 1980. 250-word abstracts by 15 Mar.; Dana A. Williams (d\_williams@howard.edu).

Narrative Violence: Africa and the Middle East. How does narrative engage contemporary atrocities? Possible topics: Narrative and the politics of corpses, disposable subjects, genocidal, terrorist events, and peace-keeping missions. 1-page abstracts by 15 Mar.; Nouri Gana (ganan@post.queensu.ca), Heike Härting (heike.harting@umontreal.ca).

Native American Life Writing. Identity and nation; the self and subjectivity; generic conventions; ethnographic mediation; tricksterism; audience reception. 300-word abstracts by 1 Mar.; Lynn Domina.

New Approaches to 19th-Century American Women's Poetry. Possible topics include the "poetess" and poetesses' poetics; trends in the study of women's poetry; methods of poetic analysis; structures of literary influence. 1–2-page abstracts by 15 Mar.; Eliza Richards (eliza\_richards@unc.edu), Elizabeth Petrino (epetrino@mail.fairfield.edu).

New Black Aesthetic-Cultural Mulatto. Papers on postsoul writers Percival Everett, Andrea Lee, Reginald McKnight, Darius James, Darryl Pinckney, Paul Beatty, Danzy Senna, Colson Whitehead, and the fulfillment of Trey Ellis's manifesto. By 15 Mar.; La Vinia Jennings (laviniaj@utk.edu).

New Perspectives on the New Negro. Current work and new critical approaches on the new Negro. Interdisciplinary approaches are especially welcome. 1-page abstracts by 15 Mar.; Martha Jane Nadell (mnadell@brooklyn.cuny.edu).

New Perspectives on the Victorian Dramatic Monologue. Fresh perspectives on the Victorian dramatic monologue—new definitions, historical contexts, theoretical paradigms, aesthetic or rhetorical analyses. Less-canonical texts and authors especially welcomed. Abstracts by 20 Mar.; Natalie Houston (nhouston@uh.edu).

The New Politics of Time. Considering new feminist and queer perspectives on the political significance of time. How does time now register as resistance and domination? What characterizes contemporary "chronopolitics"? 300-word abstracts by 1 Mar.; Jane Elliott (jane\_elliott@brown.edu).

Nostalgia for the Premodern in East Asian Literature. How do critics and writers try to make artificial boundaries between premodernity and modernity in East Asian literature? 1-page abstracts by 15 Mar.; Masako Ono (mono119@aol.com).

(Not Quite) the Same Old Song? French Popular Music since 1950. Pop song as a space of subversion: social transformation, historicity, poetic tradition, "high" versus "low" art, transculturation. 250–300-word abstracts by 1 Mar.; Olivier Bourderionnet (obourde@tulane.edu).

Offsides? Soccer and Culture in the Hispanic World. The relation between

soccer and Hispanic culture from a variety of perspectives. Abstracts in Spanish or English by 15 Mar.; José Domínguez Búrdalo (bjosedominguez@woh.rr.com).

Open-Source and Canon Formation.
Reconsidering (literary, cultural, theoretical) canon formation as an inclusive, nonproprietary, open-source system predating the digital age. Papers relating to a particular canon, theorist, or a comparative approach. Abstracts by 15 Mar.; Jessie Labov (jlabov@stanford.edu).

Palimpsest Lives: England 1500–1700. Papers examining autobiographical notes and narratives written over other texts: in book margins, inserted pages, older manuscripts. What are the implications of this mode of written subjectivity? E-mailed proposals by 15 Mar.; Adam Smyth (a.smyth@reading.ac.uk).

Pastiches and Palimtexts: The Use of Source Texts in Contemporary Experimental Poetry. Focus is on the social and philosophical implications of intertextual avant-garde poetry or what Michael Davidson calls "palimtexts." 350-word abstracts by 1 Mar.; Camille Martin (cmartin@loyno.edu).

Patriarchal Knowledge and Woman in Early Modern Hispanic Texts. How woman—author or character—deals with patriarchal epistemology, including with the construction of woman as a way to knowledge. 200-word abstracts by 15 Mar.; Sanda Munjic, Univ. of Toronto, Dept. of Spanish and Portuguese, Victoria Coll., NF 219, ON M5S 1K7, Canada (sanda.munjic@utoronto.ca).

The Pedagogy of Jacques Derrida. What has Derrida, the teacher, brought into your own pedagogy and scholarship? Only former students of Derrida will be considered. Abstracts by 1 Mar.; Micki Nyman (nyman@slu.edu).

Poetry and Design. All forms of typographic experimentation in modern and postmodern world poetry, avant-garde and otherwise. 300-word abstracts by 1 Mar.; Stuart Kendall (stuart.kendall@eku.edu).

Politics and Intellectualism in Chaucer's Reeve's Tale. The relation between politics and intellectualism in this tale. Possible topics include gender politics, peasant consciousness, regional identity, professional competition. 300-word abstracts by 15 Mar.; Nicole Nolan (nolann@mail.ecu.edu).

**Popular Modernism.** Papers may consider representations of modernist literature or literary figures in popular culture or representations of popular culture in modernist literature. Abstracts and vitae by 1 Mar.; Karen Leick (leick.1@osu.edu).

Posthistoricist Approaches to American Literature. What comes after historicism? Posthistoricist approaches do not simply ignore or resist historicist criticism but seek to problematize or otherwise move beyond it. Proposals or papers by 1 Mar.; Phillip Barrish.

Anthony Powell. Extended novel forms; nonsequence novels; Powell's memoirs and journals as life writing; relations with Waugh, Greene, and Orwell; gen-

erations; modernism, postmodernism, intellectual history. Abstracts by 1 Mar.; Nicholas Birns and Christine Berberich (c.berberich@derby.ac.uk).

Power, Violence, and Communication in Latin American Urban Chronicles. Intersections among political power, violence, and the role of communication. 600-word abstracts and vitae by 15 Mar.; Leilani García-Turull (l.garciaturull@csuohio.edu).

"A Pure Organic Pleasure": Celebrating the Anniversary of Wordsworth's 1805 *Prelude*. Any topic relating to the 1805 version of *The Prelude*. 250–500-word abstracts by 1 Mar.; Marcy Tanter (tanter@tarleton.edu).

Queer Community in American Literature, 1850–1950. Representations and strategies of queer communities. Possible topics: anticommunitarianism, community formation, aesthetics of queer communities, and identity. 300-word abstracts by 1 Mar.; Joshua Fenton (fenton\_jp@hotmail.com).

Queering the Caribbean. Papers theorizing queerness or exploring gay life, AIDS, or violence against gays in preferably but not solely Anglophone Caribbean literature. 1-page abstracts and shortened vitae e-mailed by 5 Mar.; Jude V. Nixon (nixon@oakland.edu).

Queers for Christ. LGBT investment in evangelical and mainline Protestant traditions, from "church camp" to "ex-gay" ministries to "reconciling" attempts at inclusion. 2-page proposals and vitae by 20 Mar.; Robert Sulcer.

Race and Gender in Cuban Cultural Production. Analysis of literature, film, performance, or other venues of cultural production. Abstracts, proposals, or 8-page papers and biographical statements by 7 Mar.; Sara E. Cooper (scooper@csuchico.edu).

"Race" and Racisms in Portuguese-Language Literatures. "Race" and racisms still remain taboos for literary critics in the Portuguese-speaking world. Studies confronting the topic in theorized and historicized ways are invited. 300-word abstracts by 1 Mar.; Ana Paula Ferreira (apferrei@uci.edu).

Reading and Touch. Papers on the hand and its metaphors in interpretation. How does touch change the aesthetic object as a mute interlocutor exposed to infinite indeterminacy? Abstracts by 1 Mar.; Mena Mitrano (mena.mitrano@tin.it).

Reading Proust on Reading, a Century Later. New perspectives on Proust's preface "Sur la lecture." 1-page abstracts (French or English) by 4 Mar.; Hollie Harder (harder@brandeis.edu).

Reception of Rhetorical Textbooks in English Humanism, circa 1485–1640. Studies from all angles, including translation, production, circulation, classroom practices, and influence. 300-word abstracts by 10 Mar.; William Weaver (wpw23@columbia.edu).

**Redefining** *Testimonio*. Emerging perspectives on testimonial literature (Latin American and beyond): storytelling and anecdote;

performance; editor's persona; self-reflexive editing; theatrical adaptations; collaboration and/as intercultural exchange; witnesses' post-testimonio reflections. 2-page abstracts and brief vitae by 8 Mar.; Linda Marie Brooks (lbrooks4@uga.edu).

Re-dressing Mr. Mom: Querying Masculinity and Domesticity. Male domesticity or how representations of masculinity and domesticity or domestic spaces implicate, complicate, or (re)configure each other in literature and art. 500-word abstracts by 10 Mar.; Melissa Fabros (mfabros@berkeley.edu).

Reexamining Ethics in Our Profession. Papers exploring our profession's changes in the last fifty years and the ethical implications of such. Topics can include student plagiarism, Internet usage, departmental dynamics, and others. Abstracts by 15 Mar.; [vketz@iona.edu].

Reinterpreting the Subject through the Texts of Medieval Mystics. How medieval women mystics reinterpret the western subject, challenging church authority or opening spaces for women to assert authority. 300-word abstracts by 1 Mar.; Brad D. Herzog (bdherzog@saumag.edu).

Remapping the Geography of 19th-Century Black Political Desire. 19th-century hemispheric and transnational migration that complicates the borders of "black" identity, political space, and home outside transatlantic and Pan-African models. Abstracts and 1-page vitae by 15 Mar.; Stephen Knadler (knadlers@spelman.edu).

Representations of Women of the Merchant Class in the Prose and Plays of Early Modern England. All theoretical paradigms welcome. 1–2-page abstracts by 1 Mar.; W. Reginald Rampone, Jr., Dept. of English and Mod. Langs., South Carolina State Univ., Orangeburg 29117 (regrampone@hotmail.com).

Representing 9/11. Literary, visual, architectural, performative, ephemeral, theoretical, or other modes of considering 9/11 in relation to memory or memorialization, allusion, genre, etc. Abstracts and vitae by 20 Mar.; Ann Keniston (keniston@unr.edu).

(Re)Presenting the History of Tlatelolco. Critical representations of Tlatelolco. Special attention to those proposals dealing with historical representation in the public space. 300-word abstracts by 1 Mar.; Juan J. Rojo (jrojo@simons-rock.edu).

Representing "These United States": Race and the Short Story. How was the short story (1870–1910) used to minimize racial problems, while outwardly portraying existing differences? How was race aesthetically packaged to appeal to readers? Abstracts and vitae by 14 Mar.; Tom Morgan (tlmorgan@utk.edu).

Rereading British and American Abolitionist Poetry. How did abolitionist poetry incite its audience to action? Papers that analyze rhetorical strategies, questions, and politics of representation, genre, etc. 300-word abstracts by 1 Mar.; Yi-Ting Wang (ytw2@duke.edu).

Rereading Marie Chauvet. New critical perspectives on the novels of Marie Chauvet. Possible topics include her treatment of political terror, sexuality, revolution, religion, color, and class in Haiti. 350-word abstracts and vitae by 4 Mar.; Doris Garraway (d-garraway@northwestern.edu).

Rereading and Reviewing Drama. How repeated encounters with plays, in either print or performance, impact interpretation. Abstracts by 15 Mar.; Joseph Sullivan (joe. sullivan@marietta.edu).

Revisiting Carmen Miranda Fifty Years Later. Reexamine Carmen Miranda's star text drawing on contemporary theory. All studies of her performance or legacy will be considered, especially less known areas, interdisciplinary approaches or camp theory. 600-word abstracts and vitae by 1 Mar.; Kathryn Sanchez (ksanchez2@wisc.edu).

Gillian Rose, 1947–95. A decade after her death, what is Gillian Rose's legacy? How do her positions on mourning, metaphysics, postmodernism, illness, law, or ethics speak to the present political moment? 500-word abstracts by 15 Mar.; Keri Walsh (kgwalsh@princeton.edu).

Segregation and the Literary Imagination. Is there an identifiable literary tradition responding to, representing, or protesting US racial segregation? Examination of individual works, authors, genres, or movements welcome. Abstracts by 15 Mar.; Brian Norman (normbria@isu.edu).

Sensibility Revisited. Affect, writing, and subjectivity, 18th century and now; sensibility in the larger context of the history and theory of feeling; links with new conceptualizations of affect, intersubjectivity. 1-page abstracts by 5 Mar.; Ildiko Csengei (ic223@cam.ac.uk).

Serial Fiction in the Ethnic Press. Examination of novels (written in any language) that were initially published as serials in ethnic periodicals of the United States. 1-page abstracts by 15 Mar.; Pat Okker [okkerp@missouri.edu].

Shakespeare behind Bars. Any aspect of prison Shakespeare. Dramatherapy, pedagogy, media representations. Possible topics: Shakespeare as discipline or redemption; theater and transformation; issues of race, gender, sexuality, spirituality. Abstracts by 15 Mar.; Amy Scott-Douglass (as487@cornell.edu).

Sites of Publication. Historical and literary objectives for black American publication spaces. Submissions for a proposed panel comparing "authorized" spaces and "resistant" publications. 300-word abstracts by 15 Mar.; Ellesia A. Blaque (aj5303@wayne.edu), Jennifer Roderique (aj7381@wayne.edu).

Sondheim at 75: Aesthetic, Historical, Political, and Ethical Issues in Sondheim Songs and Musicals. Possible themes include violence, the Jewish songwriting tradition, queerity, the image of the artist. 250-word abstracts by 4 Mar.; Josh Lukin (jblukin@temple.edu).

Spatial Form and the Politics of Resistance in Contemporary Spanish Literature. Relations among aesthetics, spatial representation, and social resistance in 20th-century Spanish literature and culture. 1-page abstracts by 1 Mar.; Enrique Alvarez (ealvarez@mailer.fsu.edu).

Speculative Instruments Fifty Years Later. I. A. Richards and his critical and pedagogical legacy: as (Peircean) semiotician, theorist of translation, champion of basic English, analyst of misunderstanding. 1–2-page abstracts by 15 Mar.; J. Mark Smith (jmsmith@utsc.utoronto.ca).

Sport in Western (Con)Texts. Explorations of literary and cultural "performances" of sport relevant to ontology (race, gender), epistemology, nation, capitalism, modernity, etc. 300-word abstracts and vitae by 1 Mar.; Gregory E. Rutledge (gerutled@wisc.edu).

Surrealism and Marginality in Modern Latin American Literature. Surrealist or oneiric aesthetic approaches to various types of marginalities. Papers welcome in English or Spanish. 350-word abstracts by 15 Mar.; Olivia Maciel Edelman (omaciel@aol.com).

Taking It Digital: Teaching Literature in the 21st Century. Computers have transformed how we read and teach literature. Papers will consider theoretical and practical issues of classroom applications of technology. Abstracts by 1 Mar.; Mary Bendel-Simso (mbendels@mcdaniel.edu) and Julia Jasken (jjasken@mcdaniel.edu).

Talking about Emotion in Lyric Poetry. After the "death of the subject," how does current emotion theory help us understand lyric poetry? How does emotion affect poetry theory? Abstracts or papers by 1 Mar.; Celia Carlson (carlsonc@mhcc.edu).

Teaching Latina/o Literature(s) in Anglo Classrooms and Anglo Literature(s) in Latina/o Classrooms. What is entailed in teaching Latina/o literatures in classrooms that are majority Anglo and vice versa? 300-word abstracts and 2-page vitae by 15 Mar.; María DeGuzmán (mdeguzman@earthlink.net) and Debbie López (dlopez@utsa.edu).

Teaching "World Literature" Courses: Rationales, Reservations, and Pedagogies. How have world literature courses changed as curricula have been "internationalized"? Are such courses necessarily misleading? Have world literatures become fetishized commodities? Abstracts by 1 Mar.; Linda Seidel (lseidel@truman.edu).

Theorizing the Man Booker Prize. Analyses of the politics and history of the Man Booker Prize as a cultural and literary phenomenon. Papers may focus on shortlisted or winning novels. 1-page abstracts by 7 Mar.; Jason Mezey (jmezey@sju.edu).

Theorizing the Mind in English Renaissance Literature. Theorizing or historicizing the mental powers in English Renaissance literature. 500-word abstracts by e-mail by 1 Mar.; Zackariah Long (long@macalester.edu).

"They Saved the World, a Lot": Buffy and Angel, RIP. Romance; gothic TV; simulation and control; possession, addiction; identity; being of the bad (or the good) in Buffy and Angel. 1–2-page proposals by 1 Mar.; David Mikics (dmikics@uh.edu).

Tools of Engagement: Literary Activism. How relevant, far-reaching are acts of reading in a post-Iraq, posttsunami scenario? Examine heirarchizing theories, marginalizing methodologies, rethink paradigms of literary value to enable new, inclusive directions. Abstracts by 15 Mar.; Alka Kumar (alkakr@yahoo.com).

Tracts against Capitalism: The Southern Agrarians and Economic Critique. Proposals engaging the Southern agrarians' economic theory, including their ideas about capitalism, industrialism, Marxism, and their relation to neoconservatism. 500-word abstracts and short vitae by 1 Mar.; David A. Davis (david\_davis@unc.edu).

Transnational Europe? What are the implications of the recent expansion of the EU in the cultural sphere? Papers on writers and filmmakers who change countries and languages are especially welcome. 1-page abstracts 7 Mar.; Martha Kuhlman (mkuhlman@bryant.edu).

Trauma and National Literatures. What are the relations among national identity, historical trauma, and literature? All fields, examining individual works, canons, theoretical and disciplinary issues, or some combination. Abstracts by 1 Mar.; D. Stringer (stringdr@jmu.edu).

Travel Writing, 1700–1830: Roundtable. Interest in travel writing is growing, linked with cultural studies and representations of nation and empire. Five presenters' brief statements will open discussion. 1-page abstracts by 1 Mar.; Liz Bohls (ebohls@uoregon.edu).

(Un)Critical Reading. "After theory," reading has become more controversial. Is "uncritical reading" a resistance against elitist "critical reading" or a populist (What's the Matter with Kansas?) conversion of class into "values"? Abstracts by 15 Mar.; Julie P. Torrant (jtorrant@verizon.net).

The Un-Easy Walter Mosley. Mosley's work other than (or beyond) the Easy Rawlins series. 1-page proposals by 12 Mar.; Eric Hyman.

Olympia Vernon: Disturbing the Peace in the Contemporary African American Novel. The radical social politics in Vernon's fiction. Abstracts by 15 Mar.; David Ikard (dikard@utk.edu).

Victorian Visual Culture. Visual phenomena from street signs to history painting: illustrated journalism, stage spectacles, advertising, political demonstrations. Victorian theories of vision and visuality. E-mail 1-page abstracts and brief vitae by 1 Mar.; Janice Carlisle (janice.carlisle@yale.edu).

What We Talk about When We Talk about Ideology. Papers on the "the death and resurrection of the theory of ideology." Abstracts by 15 Mar.; Robert Wilkie (rwilkie@nycap.rr.com).

"Wherever I Am / I Am What Is Missing": Creating a Critical Conversation on Mark Strand. Papers that address Strand's poetry from a range of critical perspectives. 300-word abstracts by 15 Mar.; Nick Boone (boonens@auburn.edu) or Juliana Gray, English Dept., Haley Center 9030, Auburn Univ., AL 36849 or (vicejul@auburn.edu).

Whiteness. Integrating popular culture, history, literature, and performance, papers that analyze 20th-century whiteness from transnational and global perspectives. Articles focusing on India, Asia, and Argentina encouraged. Abstract by 15 Mar.; La Vinia Jennings (laviniaj@utk.edu).

Women as Editors, Women Being Edited. The role of women in the editorial process, either the influence of women as editors or the effect of editing on women. 1-page abstracts and brief vitae by 1 Mar.; Edward Whitley (whitley@lehigh.edu).

Virginia Woolf and International Women Writers. Connections—imagined, observed, actual—in biography, ideas, or narrative themes and style. 2-page abstracts by 15 Mar.; Patricia Laurence (plaurence@rcn.com).

World Enough and Time: Poetry and History. How does world poetry figure or resist history (conquest, capital, slavery, migration, [post]coloniality, resistance, liberation, social change) and historical time? 500-word abstracts and brief vitae by 1 Mar.; Shaden M. Tageldin (tageldin@umn.edu).

Worldly Women: Imagining Cosmopolitan Feminism(s). Historical and geocultural perspectives on feminist writing by or about women that broaches cosmopolitan alternatives to nationalist politics, universal aesthetics, and disembodied humanisms. Papers or abstracts and résumés by 1 Mar.; Janice Haney Peritz (janice\_peritz@qc.edu) and Claire Raymond (pallasch@rcn.com).

The Writer's Notebook or Masterpiece? Lichtenberg's Sudelbuch, Joubert's Carnets, Valéry Cahiers, Pessoa's Livro do Desassossego constitute works but of what kind? Literary or philosophical? Wholes or fragments? Abstracts by 1 Mar.; Mark A. Cohen (mcohen@slc.edu).

Writing War at Sea. For centuries, war at sea fundamentally shaped Anglo-American experience, national identity, and literature. How, and why, and why not (or why still) now? E-mail 500-word abstracts by 15 Mar.; Samuel Baker (sebaker@mail.utexas.edu).

Žižek and Christianity. The role of Christianity in Žižek's thought, with a focus on ethics of the event, revolution and truth, fundamentalism and orthodoxy. 600-word abstracts and vitae by 14 Mar.; Peter Y. Paik (pypaik@uwm.edu).

Slavoj Žižek and Early Modern English Literature. How might the work of Žižek and the Slovenian Lacanians help illuminate 16th- and 17th-century English literature, particularly notions of early modern subjectivity? Abstracts by 1 Mar.; Paul Cefalu (cefalup@lafayette.edu).

## Allied and Affiliate Organizations

AMERICAN ASSOCIATION FOR ITALIAN STUDIES

Anachronism in Italian Culture since World War II. Anachronism, the dramatic coexistence of different temporalities, makes problematic the concept of progress. Papers exploring how the arts (especially film) "anachronistically" "produced" the 20th century. Titles and 250-word abstracts by 8 Mar.; Silvestra Mariniello (silvestra .mariniello@umontreal.ca).

Petrarch's Epistolary Collections. More than 600 letters of Petrarch survive, the major source for his biographers. Essays on all aspects of his collections both in prose and in verse. 500-word abstracts or complete papers and biographies by 8 Mar.; Roberta Antognini, Dept. of Italian, Vassar Coll., Box 386, Poughkeepsie, NY 12604 (roantognini@vassar.edu).

AMERICAN ASSOCIATION OF AUSTRALIAN LITERARY STUDIES Australia and Other Settler Societies.

The Convict Experience in Australian Literature. 2-page proposals by 1 Mar.; Theodore F. Sheckels (tsheckel@rmc.edu).

AMERICAN ASSOCIATION OF PROFESSORS OF YIDDISH

Ninety Years after Y. L. Perets: A Retrospective, Including His World, His Contemporaries, His Successors. Proposals by 15 Mar.; Joseph C. Landis.

Beyond the Canon: American Jewish Writers. Works, themes, past and present. Proposals by 15 Mar.; Evelyn Avery.

AMERICAN ASSOCIATION OF TEACHERS OF SLAVIC AND EAST EUROPEAN LANGUAGES

The Cultural Politics of Putin's Russia: New Cynicism, New Censorship, and Beyond. Abstracts on developments in literature and other cultural forms by 15 Mar.; Vitaly Chernetsky (vchernet@fas.harvard.edu).

AMERICAN BOCCACCIO ASSOCIATION Boccaccio. Any papers relevant to his work. By 1 Mar.; Janet Smarr (jsmarr@ucsd.edu).

AMERICAN COMAPARATIVE LITERATURE ASSOCIATION

Comparative Literature, World Literature, and the Undergraduate Curriculum Description. Any aspect of the teaching or the institutional context of undergraduate literature curricula. 250-word abstracts by 1 Mar.; Corinne Scheiner (cscheiner@coloradocollege.edu).

Human Rights as Comparative Discourse. Shaped by exiles, comparative literature has valued linguistic, cultural, and other rights. Are these universal or local? ancient or modern engagements? Cross-cultural, interdisciplinary approaches. 500-word abstracts by 15 Mar.; Margaret Higonnet (margaret .higonnet@uconn.edu).

#### AMERICAN DIALECT SOCIETY

American Dialect Society. Proposals for papers on any topic, especially those concerning American speech (most broadly defined) in "public education," in the schools, the media, the marketplace of ideas, or otherwise. 100-word abstracts by 15 Mar.; Michael Adams (madams1448@aol.com).

#### AMERICAN FOLKLORE SOCIETY

Folklore, Literature, and Ethics. What ethical or political issues emerge with the use of folk materials in works of literature? Papers may consider instances of appropriation, advocacy, misrepresentation, and exposure of insider knowledge.

Literary Theory and Folklore Theory. Papers that call attention to theoretical connections between literary and folklore studies, especially in the areas of performance theory, ecocriticism, reader response, cultural studies, and gender approaches. 500-word abstracts or papers by 1 Mar.; David A. Allred (daaa58@mizzou.edu).

## AMERICAN HUMOR STUDIES ASSOCIATION

Woody Allen. Papers on humor in his films and stand-up comedy.

Joke Cycles. Papers on joke cycles, past and present (blondes, elephants, light bulbs, etc.). Examples, analysis, cultural and historical context. Papers or proposals by 15 Mar.; John Bird (birdj@winthrop.edu).

#### AMERICAN NAME SOCIETY

Two Open Sessions. Fields include literature, literary theory, philosophy, linguistics, geography, social historical usage. Panels on single authors or subjects invited. 150-word abstracts by 1 Mar.; Christine DeVinne (cdevinne@ursuline.edu).

#### ASSOCIATION DES AMIS D'ANDRÉ GIDE

Open-Topic Sessions. Papers welcome on any aspect of André Gide. Detailed abstracts (e-mail attachment or hard copy) or papers and biobibliographical statements by 7 Mar.; Frédéric Canovas(fcanovas@asu.edu).

## ASSOCIATION FOR BUSINESS COMMUNICATION

Professional Communication: Looking Back, Looking Forward. Papers on any aspect of business, technical, or other professional communication, especially ethical issues, the impact of technology, and challenges of globalization. 1–2 page abstracts by 1 Mar.; Daphne Jameson (daj2@cornell.edu).

## ASSOCIATION \FOR THE STUDY OF AMERICAN INDIAN LITERATURES

Broadening the Conversation: Teaching beyond the Canonical Native Writers. Which emerging and less-recognized Native writers are we or should we be teaching and why? 1-page abstracts by 15 Mar.; Connie Jacobs (jacobsc@sanjuancollege.edu).

Ethics and American Indian Cultures. What are the ethical issues and responsibili-

ties that educators and academics must consider when teaching, researching, writing, and publishing about American Indian cultures, and why are these issues so important in the field? 500-word abstracts by 15 Mar.; Christina A. Roberts (roberts3@email.arizona.edu).

## ASSOCIATION FOR THE STUDY OF LITERATURE AND THE ENVIRONMENT Considering Shepard Krech's *The Ecological Indian*. Issues presented by Krech in *The Ecological Indian: Myth and History*.

Ecocritical Views of Pre-1800 Literature. Ecocritical approaches to non-US literature written before 1800. 250–300-word abstracts by 1 Mar.; Barbara Cook (barbara.cook@eku.edu).

## ASSOCIATION OF TEACHERS OF TECHNICAL WRITING

Teaching Advanced Courses in Technical Communication. Topics include the goals, theory, history, research, and interdisciplinarity of advanced technical communication courses, as well as important subject areas such as visual rhetoric.

Technical Communication Research beyond the Classroom: Methods for Making Knowledge in the World. Topics include new research trends, paradigms, methods and methodologies, and techniques now employed in workplaces, community organizations, charities, political organizations, etc. Abstracts by 28 Feb. (e-mail preferred); Denise Tillery, English Dept., Univ. of Nevada, 4505 Maryland Pkwy., Box 5011, Las Vegas 89154-5011 (denise.tillery@ccmail.nevada.edu).

## ASSOCIATION OF WRITERS AND WRITING PROGRAMS

The Mirrored Voice. On literary translation by practicing writers. Abstracts, proposals, or inquiries by 1 Mar.; Phillip Sterling (sterlinp@ferris.edu).

#### MARGARET ATWOOD SOCIETY

Oryx and Crake. Two-page proposals for papers exploring the novel from any critical perspective are welcome. Theodore F. Sheckels (tsheckel@rmc.edu) and Dunja Mohr (dunja.mohr@uni-erfurt.de).

Teaching Margaret Atwood's Works. 1-2-page proposals for brief papers by 15 Mar.; Lynda Hall (lhall@ucalgary.ca) and Jennifer Hoofard (jmhoofard@ucdavis.edu).

#### SIMONE DE BEAUVOIR SOCIETY

**Open Session.** Proposals for papers on any aspect of Simone de Beauvoir's works or life by 1 Mar.; Yolanda Patterson (guyyopat@ aol.com).

## SAMUEL BECKETT SOCIETY Beckett in History.

Numerical Beckett. 1-page abstracts with brief vitae by 1 Mar.; Enoch Brater (enochb@umich.edu).

#### BYRON SOCIETY OF AMERICA

Byron, Scotland, and the Scots. Lord Byron's life or work in relation to home and heritage, maternal identity, cultural place, Scottish Enlightenment, Walter Scott, Blackwood's, etc. 1-page abstracts or 8-page papers by 15 Mar.; Hermione de Almeida (hermione-de-almeida@utulsa.edu).

#### CERVANTES SOCIETY OF AMERICA

**Don Quijote** (1605). Abstracts or papers by 1 Mar.; Frederick de Armas (fdearmas@uchicago.edu).

# CHILDREN'S LITERATURE ASSOCIATION Cartooning Life? Graphic Novels and Young Adult Literature. Examining connections between printed cartoons and graphic novels as well as the graphic novel as a form of YA literature. Send abstracts or papers by 1 Mar.; Tammy Mielke

Children's Literature and Modernism. The role of children's literature in modernist literature or during the modernist period, 1890–1945. Possible authors or illustrators include Hughes, Cullen, HD, Woolf, Joyce, Stein, Baum, and Rackham. Abstracts by 1 Mar.; Karin Westman (westmank@ksu.edu).

#### JOHN CLARE SOCIETY OF NORTH AMERICA

21st-Century Clare. Papers addressing new and revised perspectives on John Clare in the aftermath of Jonathan Bate's biography and the completion of the Oxford English Texts edition of Clare's poetry. Abstracts by 1 Mar.; Scott McEathron (mceath@aol.com).

#### PAUL CLAUDEL SOCIETY

(t.mielke@worc.ac.uk).

Claudel's Theater and Poetry: Influence and Reception. What thinkers, writers, ideas, cultures, or artistic styles influenced Claudel's theater and poetry? How was Claudel's art received by other artists and by his audiences?

Claudel: Poésie et religion. E-mail abstracts by 1 Mar.; Larissa Bibbee (lbibbee@sas .upenn.edu and larissabibbee@yahoo.com).

#### COLLEGE LANGUAGE ASSOCIATON

From Bebop to Hip-Hop: Breaking the Cultural Divide. To examine two generations of musicians and writers, each controversial in their own time, and to examine the complex synergy among the African American creative arts and criticism. 1 Mar.; Booker T. Anthony (banthony@uncfsu.edu).

## JOSEPH CONRAD SOCIETY OF AMERICA Conrad and His Descendants in World

Literature. Ways that world writers have responded to or made use of Conrad's writings. Proposals by 15 Mar.; David Tutein (d.tutein@neu.edu).

Conrad and War. Any aspect of Conrad's engagement with war: insurgency, insurrection, rebellion, and revolution. Proposals by 15 Mar.; Martin Bock (mbock@d.umn.edu).

## COMMUNITY COLLEGE HUMANITIES ASSOCIATION

Globalizing the Humanities. Travel literature, international studies, global issues in the humanities, foreign language, literature, composition, or interdisciplinary classroom. Abstracts by 1 Mar.; George Scheper.

#### DICKENS SOCIETY

**Dickens and Mobility.** Victorian ideas of movement: social mobility, travel, communication and transportation networks, portable property; movements of characters and Dickens's peripatetic ways.

Dickens and the Condition of England. Social debates: politics, reform, women, the poor, industrialization, modernity; condition of England novel; social nostalgia, utopianism, and dystopianism. E-mail 1-page abstracts and brief vitae by 4 Mar.; Janice Carlisle (janice.carlisle@yale.edu).

## EMILY DICKINSON INTERNATIONAL SOCIETY

Dickinson's Writing about the Natural World. Can include interrogations of "nature," ecocriticism, treatments of science, Dickinson as nature writer, and more.

**Open Topic.** Panels and individual proposals for both sessions welcome. 250-word abstracts of or complete papers by 1 Mar.; Paul Crumbley (pcrumbley@english.usu.edu).

#### JOHN DONNE SOCIETY

**Donne: An Open Session.** 8–11-page, 20-min. papers by 1 Mar.; Ernest Sullivan.

Donne and the Crises of His Times. Intellectual, political, religious. 8-11-page, 20-min. papers by 1 Mar.; Graham Roebuck.

#### WILLIAM FAULKNER SOCIETY

**Queering Faulkner.** Textual, biographical, cultural, theoretical, and historical projects concerning William Faulkner and nonnormative sexualities.

Faulkner and the Global South. Projects concerning Faulkner and global Southern studies, postcoloniality, and New World literature. Abstracts for 15-min. presentations by 10 Mar.; Anne G. Jones (agjones@umr.edu).

#### FEMINISTAS UNIDAS

Blurring Borders: Theorizing Gloria Anzaldúa. Papers representing her widespread influence in literature and cultural studies. Topics such as hybrid genres, recuperation of indigenous heritage, Latina or Chicana identity, or intersections of gender and sexuality. 1 Mar.; Sara E. Cooper (scooper@csuchico.edu).

Real Women Have . . .: Teaching the Visual. Interactive panel-workshop exploring the teaching of Hispanic women as creators of and as represented in a variety of visual media. Proposals by 7 Mar.; María Elena Soliño (maria.solino@mail.uh.edu).

#### ROBERT FROST SOCIETY

Historical Frost. Papers on any Frost poem in historical context. Abstracts by 1 Mar.; Tyler Hoffman (thoffman@camden.rutgers.edu).

MARGARET FULLER SOCIETY
Margaret Fuller and 19th-Century
Women's Writing. Influences, networks,
and analogues. Antebellum reform culture.
Discourses of woman's rights. Journalistic
scene in New York. Literary salons. Ties to

Sedgwick, Child, Stanton, Osgood, Browning, Dall, Alcott, Howe. E-mail 2-3-page proposals and vitae by 12 Mar.; Jeffrey Steele (jsteele@wisc.edu).

#### LANGSTON HUGHES SOCIETY

Langston Hughes: Writer without Borders. Papers that treat Hughes as part of a global conversation: ideology, aesthetics, economics, color, class, and sex (language and translation]. 1-page abstracts (e-mail submission preferred) and biographical statements by 7 Mar.; Dolan Hubbard (dolan.hubbard@att.net).

## INTERNATIONAL ASSOCIATION OF GALDOS SCHOLARS

Space and Place in the Work of Galdós. Space as "practised place" (Certeau); urban space; public or private space; realist construction of space; gendered spaces; stage space. Abstracts by 1 Mar.; Maite Zubiaurre (mtz@usc.edu).

Galdós and War. Representations of foreign and civil wars in Galdós's novels, plays, and essays: war, individual and nation. Abstracts by 1 Mar.; Hazel Gold (hgold@emory.edu).

INTERNATIONAL BOETHIUS SOCIETY Boethius through the Ages. Boethius's influence or reception from late antiquity to the present, vernacular translations of Boethius's *The Consolation of Philosophy*. 1–2-page abstracts by 1 Mar.; Philip Edward Phillips (pphillip@mtsu.edu).

INTERNATIONAL BRECHT SOCIETY Brecht, Antifascism, and Holocaust Representation. Are Brechtian techniques still relevant for antifascist discourses and Holocaust representations? What role does affect play? How do these techniques relate to psychoanalytic models? to current postmemory and antiwar debates? Proposals by 21 Mar.; Elke Heckner (eheckner@oregon.uoregon.edu).

Brecht and/on Television. How have Brecht's theater aesthetics been adapted in television? How has the medium dealt with alienation and historicization? What problems have developed with Brechtian ideals and mass media? Proposals by 21 Mar.; Paul Gagliardi (prgaglia@hacc.edu).

#### INTERNATIONAL SPENSER SOCIETY

Open-Topic Session. Any aspect of Edmund Spenser's prose and poetry. 600-word abstracts (e-mail attachment or hard copy) by 1 Mar.; Garrett Sullivan(gas11@psu.edu).

Spenser and Republicanism. Spenser's response to ancient and early modern republican thought and practice and to the response of Early Modern republicans to Spenser. 300-word prospectuses (e-mail attachment or hard copy) by 1 Mar.; Joseph Loewenstein (jfloewen@artsci.wustl.edu).

## INTERNATIONAL VIRGINIA WOOLF SOCIETY

Intersections and Identities in Woolf Studies. Ways Woolf's works negotiate

multiply intersecting systems of identity or cultural concern, e.g., criss-cross gender, sexuality, environment, globalization, socialism, racism, class, colonialism, unconscious, literary tradition, patriarchal family, pacifism, aesthetics. 500-word abstracts by 15 Mar.; Bonnie Kime Scott (bkscott@mail.sdsu.edu).

Virginia Woolf and Portraiture. Woolf grew up surrounded by portraits; Bloomsbury played a key role in the transformation of portraiture and biography; both forms preoccupy Woolf: portraiture in/and novels and nonfiction; the NPG/DNB; photography and film; modernism. 500-word abstracts by 15 Mar.; Elizabeth Hirsh, Dept. of English, Univ. of South Florida, 4202 East Fowler Ave., CPR 107, Tampa 33620 (elihir@msn.com), and Ben Harvey, Dept. of Art, 102 Freeman Hall, Coll. of Art, Architecture, and Design, Mississippi State Univ., Mississippi State 39762 (ben.harvey@msstate.edu).

## INTERNATIONAL VLADIMIR NABOKOV SOCIETY

Nabokov and European Modernism. Abstracts by 1 Mar.; Anita Kondoyanidi (akondoyanidi@libertyfund.org).

**Open Session.** Abstracts by 1 Mar.; Zoran Kuzmanovich (zokuzmanovich@davidson.edu).

#### HENRY JAMES SOCIETY

Loving James, Hating James. Papers on the thematics and rhetoric of loving or hating in James or on how his writings provoke such feelings.

Canny James. The uncanny James is familiar, but how about canniness (shrewdness, cunning, resourcefulness, deriving power from constraints) in his work or self-construction? 1-page abstracts by 1 Mar.; Gert Buelens (gert.buelens@ugent.be).

#### KAFKA SOCIETY OF AMERICA

Kafka and the Body Politic. A single work or his work in general, corporeal and the political themes, Kafka's relevance of politics during his time and today, Kafka as a political theorist, Kafka and political-historical events, and others. 500-word abstracts by 25 Mar.; (jryan@fas.harvard.edu), (hss276@yahoo.com), (mlcaputomayr@hotmail.com), and (ibruce@mcmaster.ca).

## KEATS-SHELLEY ASSOCIATON OF AMERICA

"The Romance of Real Life": Romanticism and the Discourses of Realism. Abstracts or papers by 15 Mar.; Michael Gamer (mgamer@english.upenn.edu).

Ambivalence in Romantic Poetry. Papers that examine conflicts, competing voices, mixed messages, or shifting perspectives in Romantic poems; that explore ambivalence in less studied texts or works previously read as univocal; that discover new levels of ambivalence in works already recognized as divided. Abstracts or papers by 15 Mar.; Beth Lau (blau@csulb.edu).

## D. H. LAWRENCE SOCIETY OF NORTH AMERICA

**D. H. Lawrence's Nonfiction Writing.**Lawrence's literary criticism, creative nonfiction, pollyanalytics, theory, etc. Innovative and interactive presentations welcome.

**D. H. Lawrence, the Poet.** Where are we now in the ongoing conversation about Lawrence's poetry? Innovative and interactive presentations welcome. By 15 Mar.; Eleanor Green (elengre7@aol.com).

#### DORIS LESSING SOCIETY

Doris Lessing and the Real. Lessing's literary realisms (social, psychological, magical), her depictions of reality, and visions of the real. Papers or proposals by 10 Mar.; Robin Visel (robin.visel@furman.edu)

Doris Lessing in the Classroom. Papers that discuss contexts for teaching Lessing's texts, methods and approaches for making Lessing accessible to students, experiences teaching Lessing. 2-page abstracts by 10 Mar.; Tonya Krouse (krouset@nku.edu).

#### G. E. LESSING SOCIETY

Laocoon and Its Legacy. Aesthetics, differences, and limitations of the literary, visual, and performing arts; cross-disciplinary approaches; adaptation and performance theory (drama, film, etc.). E-mail 2-page abstracts by 15 Mar.; Daniel Kramer (dkramer@holycross.edu).

The Question of Humanism from Lessing to Schiller Today. Inquiries and papers by 1 Mar.; Jeffrey S. Librett (jlibrett@uoregon.edu).

## LYRICA SOCIETY FOR WORD-MUSIC RELATIONS

Lyric Intertextuality. Quotation and allusion in text setting; revisionist uses of musicopoetic genres; interpolated songs in narrative, drama, and film; the place of intertextuality in word-music studies.

The Arthurian Legend in Literature and Music. Musical representations of Arthur as historical figure or mythic hero; Merlin in opera and film; the forest of Broceliande as a setting for opera and song cycles. Proposals by 15 Mar.; Leslie Dunn (dunn@vassar.edu).

#### MARLOWE SOCIETY OF AMERICA

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

## MEDIEVAL AND RENAISSANCE DRAMA SOCIETY

Looking at the Noonday Demon: Depression and Despair in Early Drama. Any aspect of depression and despair in early drama, including staging depression and despair; their textual depictions; dramatic depression or despair in its cultural context; etc.

Playing the Passion of Christ and Others. Playing Christian and non-Christian Passions, including early drama in recent performance; Christ's Passion after Gibson; non-Western Passions (Ta'ziyeh plays, Passion of Hussein); etc. E-mail 1-page abstracts by 7 Mar.; Gloria Betcher (gbetcher@iastate.edu).

## MELUS: THE SOCIETY FOR THE STUDY OF THE MUTLI-ETHNIC LITERATURE OF THE UNITED STATES

Ethnicity and Drama. The role a playwright's ethnicity plays in the performance and evaluation of his or her work. E-mail 250-word abstracts and brief vitae by 25 Mar.

Tey Diana Rebolledo. Proposals that honor and evaluate Rebolledo's contribution to Chicana literary studies. E-mail 250-word abstracts and brief vitae by 15 Mar.; Wenying Xu (wxu@fau.edu).

#### MELVILLE SOCIETY

Melville: The Aesthetic Turn. Papers employing the "aesthetic turn" in contemporary literary criticism to rethink the implications of Melville's peculiar style and to sharpen our understanding of his aesthetic philosophy. 2-page proposals by 1 Mar.; Geoffrey Sanborn, Bard Coll., PO Box 5000, Annandale-on-Hudson, NY 12504.

#### MILTON SOCIETY OF AMERICA

John Milton: A General Session. E-mail 1-page proposals or abstracts by 20 Mar.; Edward Jones (comus@ionet.net).

Milton's America, America's Milton. E-mail 1-page proposals or abstracts by 20 Mar.; Paul Stevens (paul.stevens@ utoronto.ca)

## MODERN AUSTRIAN LITERATURE AND CULTURE ASSOCIATON

**Elfriede Jelinek.** Critical treatments of any aspect of Elfriede Jelinek's oeuvre.

Austrian Film. Any aspect of Austrian cinema. Abstracts by 15 Mar.; Imke Meyer (ixmeyer@brynmawr.edu).

MODERN GREEK STUDIES ASSOCIATION The Mediterranean as a Model for Literary Histories? The Mediterranean has exercised the social and historical sciences, but can it be employed as a useful category in literary studies too? Greece is of particular but not exclusive interest. 300-word abstracts by 15 Mar.; Constanze Güthenke (guthenke@princeton.edu).

#### WILLIAM MORRIS SOCIETY

Places and Spaces: Mapping the Pre-Raphaelite Aesthetic. For example, phonomenology, geography, travel.

Morris and Modern Theories. For example, ecocritical, cultural studies, social constructionist, narratological, reader-response and postcolonial approaches. 1–2-page proposals by 20 Mar.; Florence Boos (florence-boos@uiowa.edu).

NORTH AMERICAN HEINE SOCIETY History, Memory, and Heine. Possible topics include Heine and the emergence of



Domna C. Stanton chairing the Delegate Assembly meeting.

modern historical consciousness; the fate of poetic memory in the age of prose; Heine in the German and German Jewish historical imagination. 150-word abstracts by 1 Mar.; Paul Reitter (reitter.4@osu.edu).

#### HAROLD PINTER SOCIETY

Trans-Pinter. From stage to screen, from prose to play, transgression, transnationalism, transglobalism, transatlantic, transgenre (absurdism, realism, epic, etc.), transactions and transfigurations of all kinds. 500-word abstracts by 1 Mar.; Christopher Wixson (cfcmw@eiu.edu).

## PIRANDELLO SOCIETY OF AMERICA Pirandello and i grotteschi.

Power and Pretense in Pirandello.

E-mail 250-word synopses of papers by 1 Mar.; Jana O'Keefe Bazzoni (jana\_o'keefe\_bazzoni@baruch.cuny.edu).

#### POE STUDIES ASSOCIATION

**Poe in Place.** The relation between Poe's work and where he was living.

Eureka Once Again. Papers considering Eureka in new ways. Abstracts or 8-page papers as Word attachment or as part of e-mail by 1 Mar.; Barbara Cantalupo (bac7@psu.edu).

#### POPULAR CULTURE ASSOCIATION

Divining *The Da Vinci Code*. Theoretically informed analyses of Dan Brown's *The Da Vinci Code* and its impact on popular culture. E-mail 2-page abstracts or 15-min. papers and vitae by 27 Feb.; Liahna Armstrong (lotus@cwu.edu).

#### EZRA POUND SOCIETY

Ezra Pound at Saint Elizabeths. Proposals by 15 Mar.; Alec Marsh (marsh@muhlenberg.edu).

Ezra Pound and Confucian Thought. Proposals by 15 Mar.; Robert Kibler (robert .kibler@minotstateu.edu).

## RADICAL CAUCUS IN ENGLISH AND THE MODERN LANGUAGES

Academic Work and the New McCarthyism I. Teaching working-class literature and other pedagogical interventions in an era of resurgent fascism. The politics of teaching in a chilled political climate (the meaning of bias, neutrality, engagement, etc.).

Academic Work and the New McCarthyism II. Contemporary theoretical perspectives on radical movements and efforts to repress them: antifascist, antiracist, antiwar, feminist, etc. Right-wing assaults on academic freedom (e.g., Horowitz's so-called Academic Bill of Rights). 1-page proposals for 10-min. roundtable presentations by 15 Mar.; Michael Bennett (bennett@liu.edu).

#### ROMANIAN STUDIES ASSOCIATION

Coming to Terms with the Holocaust in Romania. Romania's acknowledgment (12 Oct. 2004) of participation in the Holocaust: the evidence of literature, memoirs, documents, cinema. Moral reflections on the Romanian experience of anti-Semitism. E-mail abstracts by 7 Mar.; Jeanine Teodorescu (jeanineteo@earthlink.net).

"Gypsies" in European Literature, Culture, and the Arts. Explorations and representations of Romani culture, images, and artistic manifestations. E-mail abstracts by 7 Mar.; Valentina Glajar (vg10@txstate.edu).

#### GEORGE SAND ASSOCIATION

A Reconsideration of Sand's Ideas about the *Monde Champêtre*. Sand's literary works, letters, autobiographical works, essays, etc. Proposals by 25 Mar.; Nancy E. Rogers, Div. of Public Programs, Room 426, Natl. Endowment for the Humanities, 110 Pennsylvania Ave., NW, Washington, DC 20506 (nrogers@neh.gov).

George Sand. Temps expérimental et expériences du temps. Proposals by 25 Mar.; Isabelle Naginski (isabelle.naginski@tufts.edu).

#### SOCIETE RENCESVALS, AMERICAN-CANADIAN BRANCH

Chanson de Geste and Survival.

**The William Cycle.** Abstracts by 1 Mar.; Jacques E. Merceron (jmercero@indiana.edu or jacquesmerceron@yahoo.fr).

SOCIETY FOR CRITICAL EXCHANGE Imperialism, Globalization, and Cultures of Exhibition. Visual technologies and spectatorial practices during the age of empire and globalization's takeoff phase, circa 1851–1941. Geopolitics of panoramas, dioramas, stereopticons, magic lanterns, films, and other visual media. Abstracts by 1 Mar.; Tanya Agathocleous (tanya .agathocleous@yale.edu) and Kurt Koenigsberger (kurt.koenigsberger@case.edu).

## SOCIETY FOR GERMAN RENAISSANCE AND BAROQUE LITERATIRE

Creating Knowledge. Two sessions. How is social, cultural, economic, political, and scientific knowledge produced in early modern literature and culture? Creation of knowledge in the family, taste formation, sociability, *Raritätenkabinett*, games, travel, fashion, etc. 1–2-page abstracts by 1 Mar.; Karin A. Wurst (wurst@msu.edu).

SOCIETY FOR THE HISTORY OF AUTHORSHIP, READING, AND PUBLISHING African American Literature and Print Culture in the Atlantic World. How the history of the book enriches and nuances the study of African American literature, especially from a transatlantic perspective. 250-word proposals by 1 Mar.; Michael Winship (books@uts.cc.utexas.edu).

## SOCIETY FOR THE STUDY OF NARRATIVE LITERATURE

A Dialogue on Dialogue. Multidisciplinary investigation of dialogue founded on the supposition that all dialogue is a narrative act. E-mail 250-word proposals and brief vitae by 11 Mar.; Matthew Badura (mbadura@temple.edu).

Narrative Medicine. Papers that employ narrative theory to analyze publications on medical issues, particularly papers that address the growing field of medical humanities. 250-word proposals and brief vitae by 7 Mar.; Linda Raphael (lraphael@gwu.edu).

SOUTH ASIAN LITERARY ASSOCIATION Citizenship, Culture, and Diaspora in South Asian Literature. Papers that challenge, address, extend, or reinterpret South Asian identity using these terms. 1-page abstracts by 15 Mar.; Robin Field (ref4u@virginia.edu) and Parmita Kapadia (kapadiap@nku.edu).

Memoirs of Exile: Ved Mehta and Others. To mark the completion of Mehta's eleven-volume personal history, this panel will address exile and the retrospective subject in post-Partition literature. 1-page abstracts by 15 Mar.; Paul Saint-Amour (psaintamour@pomona.edu).

#### WALLACE STEVENS SOCIETY

Wallace Stevens and Marianne Moore. Any aspect of the intersection between the works of Moore and Stevens. Papers or abstracts by 15 Mar.; Robin G. Schulze (rgs3@psu.edu).

#### THOREAU SOCIETY

Writing Thoreau's Life: Circulating Myth and Memory. Explorations of Thoreau and biography: circulation of popular anecdotes, cultural work performed by narratives of Thoreau's life, problems posed by that life for the biographer, including mythic status, sexuality, (non)violence.

Transcendentalism and Manifest Destiny. What did the vision of the American West mean to transcendentalist writers of the American East? What displacements, enactments, subversions, or affirmations did that vision involve? 250-word abstracts by 15 Mar.; Laura Dassow Walls (wallsld@gwm.sc.edu).

#### MARK TWAIN CIRCLE OF AMERICA

For information on session topics, contact Ann M. Ryan (ryanam@lemoyne.edu).

#### EDITH WHARTON SOCIETY

Edith Wharton and France. Wharton and France, including Wharton's works

set in France, World War I, translations, and French influences and relationships. 1–2-page abstracts by 15 Mar.; Donna Campbell (campbelld@wsu.edu).

Wharton, Science, and Technology. Wharton's interest in science or technology (astronomy, physics, airplanes, electricity, etc.) and its role in her work. 1–2-page abstracts by 15 Mar.; Laura Saltz (lsaltz@colby.edu).

## WILLIAM CARLOS WILLIAMS SOCIETY Recent Trends in Williams Scholarship. 500-word abstracts by 15 Mar.; Glen MacLeod (glen.macleod@uconn.edu).

Twenty-Five Years of the William Carlos Williams Review: Landmarks, Controversies, and Change. Papers on the Review's impact on Williams studies or discussions of modernism or 20th-century poetry. Abstracts by 15 Mar.; Chris MacGowan (cjmacg@wm.edu).

#### WOMEN IN FRENCH

Globalization and French and Francophone Literature. How is it depicted? What is its influence on narrative? its impact in the field? Papers offering perspectives on the proposed topic from different centuries or considering its relation to other themes.

## Sorties de secours: Le conte de fées revisité par les écrivains contemporaines.

Cette section se propose d'examiner les voies empruntées par les femmes écrivains françaises et francophones pour transformer, revisiter des contes de fées ou des personnages types de ce genre. 1-page abstracts and vitae by 10 Mar.; Catherine Poisson (poisson@aol.com).

#### WOMEN IN GERMAN

Cross-Listing Success. Cross-listing is difficult because of interdepartmental competition and effective marketing to attract students. Papers discussing proven strategies for collaboration with other departments, particularly on gender courses, and cross-listing success stories. E-mail proposals by 15 Mar.; Lynn Kutch (lmk4@lehigh.edu) and Christine Möller-Sahling (moeller@usi.edu).

## WOMEN'S CAUCUS FOR THE MODERN LANGUAGES

Humanities and the F Word: Women and the MLA. Feminism as academic and activist practice and discourse appears under erasure after 20th-century successes. Papers examining this subject.

Feminist Publishing in Peril. Feminist resources for publishing have been closing down in recent years. Papers examining this phenomenon and its repercussions. Abstracts and short vitae by 10 Mar.; Magdalena Maiz-Peña (mapena@davidson.edu).

#### WORDSWORTH-COLERIDGE ASSOCIATION

Landmark Works. The contribution and continued significance of landmark critical works in the field of Romanticism during the last fifty years, including books by Abrams, Woodring, Hartman, Kroeber, Wasserman, Langbaum, Erdman, Cameron, Thompson, Bloom, Butler. Detailed abstracts by 15 Mar.; James McKusick. □

WEB SITE NEWS

#### Members' Information Online

The members' section of the MLA Web site (www.mla.org) offers members an updated version of the listing of members that appears in the September (Directory) issue of *PMLA*. The online listing is updated daily and thus provides a more current source for addresses (including e-mail addresses) and individual listings. (If you are planning a session for the 2005 convention, for example, the online listing will show who is a current 2005 member, whereas the September 2004 issue will list only 2004 members.)

You can begin a search by going to the home page of the MLA site and then to the members' section, where you will find a search option (see fig.1). You can also search the listing by going to the membership page (see fig. 2). When you select the search option, you will be asked to log in. Once you've given your user name and password, you will be taken to the Member Search page (see fig. 3).

You can search for a member by first and last name, by last name only, by first name only, or by institutional affiliation. If you click on a member's name once you've completed your search, you can get contact information (including a live e-mail

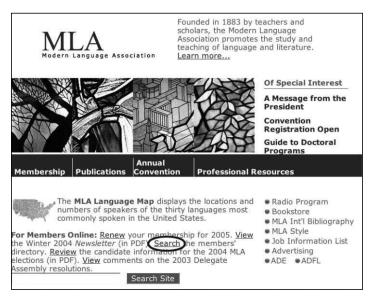


Fig. 1 MLA home page.

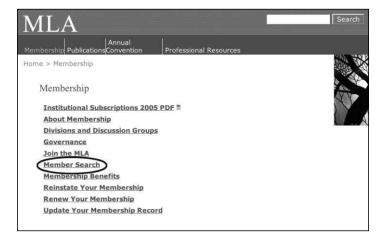


Fig. 2 MLA membership page.

link for members who've provided their e-mail addresses) for that member. The results of some sample searches, done on 11 January, appear in figures 4, 5, and 6. □

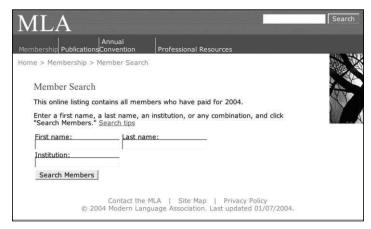


Fig. 3 MLA member search page.

embership	Publications	Annual Convention	Professional Resources	KAN
ome > Membe	ership > Member Sea	rch > Member Search Result	s	
Mem	ber Search	Results		111
1 membe	er matches your se	earch.	Name: john harris	AVAV
			Viewing 1 - 1 of 1	1
90 AVAIDON 1	de estilogousetvoice-szavinne	SERVICE OF THE SERVICE		1007
1. Harr	is, Frederick John,	Fordham U, Lincoln Ctr		100
Search	Again			
First nam	e:	Last name:		
john		harris		

Fig. 4
Result for a search by first and last name.

IL	Α		•	earch
bership	Publications	Annual Convention	Professional Resources	-000200
e > Member	ship > Member Sea	rch > Member Search Resul	ts SDE	T
Meml	er Search	Results		
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4 members match your search.			Name: bradley	-
			Viewing 1 - 4 of 4	
1. Brade	y, Amanda, Was	hington U		40.4
2. Bradle	y, Andrea Leigh,	Vanderbilt U		
3. Bradis	y, Kathleen M., L	J of Arizona		
4. Bradle	y, Patricia L., Mic	ddle Tennessee SU		
Search .	Again			
First name	1	Last name:		
		Bradley		
Institution				
Canach I	1embers			
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Fig. 5
Results for a search by last name only.



Fig. 6
Results of a search by institution.

#### **COMMITTEES**

#### Scholars at Risk and the MLA

In the Spring 2002 edition of the MLA Newsletter (34.1, 3-4). MLA president Stephen Greenblatt drew the membership's attention to the extraordinary efforts of Scholars at Risk (SAR), an international network of universities and colleges working to promote academic freedom and to defend the human rights of scholars worldwide. Now hosted at New York University, the SAR network arranges short-term academic positions for scholars of any discipline and from any country who suffer violence or other threats because of their work, prominence, or exercise of basic rights. Since 2000, SAR has worked on more than 500 requests for assistance from scholars from 90 countries around the world. It has intervened in more than 100 cases and arranged positions for more than five dozen scholars. In 2002, SAR partnered with the Institute of International Education (IIE) in the creation of the IIE Scholar Rescue Fund, which awards partial fellowships for threatened scholars. SAR works with the fund to arrange temporary visits by fellowship recipients to network-member universities and colleges.

Membership in the SAR network is open to universities and colleges in any country that support the principle that scholars should be free to work without fear of threat or harassment. Members also are invited, when appropriate, to host an at-risk scholar. Currently, the SAR network consists of nearly 100 institutions in the United States and abroad, including Ivy League research universities, large public university systems, and small liberal arts colleges. MLA members wishing to know whether their institutions have already joined the SAR network may consult SAR's Web site (http://scholarsatrisk.nyu.edu), which also provides information on how colleges and universities can host threatened scholars.

The MLA Committee on Academic Freedom and Professional Rights and Responsibilities will be working closely with Scholars at Risk to promote understanding of the importance of academic freedom, both domestically and abroad. Information on the cases of particular scholars can be accessed through the committee's Web page (http://www.mla.org/comm\_acad\_freedom), which provides links to a number of human rights organizations and other resources on academic freedom.  $\square$ 

**MEETINGS** 

#### 2005 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 9–12 June 2005, in conjunction with the ADFL, at Georgetown University in Washington, DC. Joseph Sitterson, Department of English, and Peter C. Pfeiffer, Department of German, will cohost. At Seminar East, the Workshop for New Chairs will take place from 8:30 a.m. to 3:00 p.m. on 9 June.

Seminar West will be held 20–23 June 2005 at the University of California, Santa Barbara. Cohosting are Susan McCleod, director of the writing program, and Carl Gutierrez-Jones, Richard Helgerson, and William Warner, former chair, acting chair, and incoming chair, respectively, of the English department. At Seminar West, the Workshop for New Chairs will take place from 8:30 a.m. to 3:00 p.m. on 20 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. □

MEETINGS

#### 2005 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. The seminar is arranged to allow participants to enjoy the cultural and natural resources of the surroundings. The 2005 seminars will again feature preseminar workshops for chairs newly appointed or just completing the first year of their appointment. Seminar East will be held 9-11 June, in conjunction with ADE, at Georgetown University in Washington, DC. Peter C. Pfeiffer, Department of German, and Joseph Sitterson, Department of English, will cohost. Seminar West will be held 23-25 June at the University of Washington, Seattle. Galya Diment, Department of Slavic Languages and Literatures, 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. □

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

#### *To the editor:*

Some papers at the recent MLA convention constituted perfect examples of how not to present a paper. Here are three defects:

Length: One speaker apologized for reducing to "only" 22 minutes (in fact 25) a paper in four points and three aspects. Another talked for 20 minutes, then introduced a new topic. A third engaged in anecdotal chat before beginning the 20-minute presentation. All of these faults were correctable: three points and two aspects were enough; one topic was already well enough developed; flippant chat is unnecessary, especially when the main point of the paper is not that of the chat.

Delivery: Few speakers organize sentences that include quoted passages so as to announce the quote smoothly, and so they must resort endlessly to "quote... end quote." Thought to vocabulary and structure can eliminate this tick. "X puts it this way" or "The passage in Y begins" can alleviate the tedium. Also, an article allows insertion of authorial information in the middle of a quotation; oral presentation does not. Some speakers seem to sense this, but rather than reorganize the sentence they give a mumbled parenthesis: "These elements' (sayssusanhaywardlinguisticsprofessoratharvarduniversity) 'do not in themselves suggest a shift." Avoiding this split produces a clear statement for the listeners: "Susan Hayward, linguistics professor at Harvard University, says, 'These elements do not in themselves suggest a shift."

Note-taking: Speakers present information that one has no time to note down. Main points shoot out so rapidly that they are lost; the listener must either reconstruct them through conjecture or stop following the intended outline. One speaker described a work, then announced that he was describing a different one than that which the listeners expected. This cute attention-getting device wreaks havoc in note-taking.

These defects (and others) come from the inability of the speakers to make the distinction between a paper and an article. Oral transmission in our culture can only present focused analysis or information in a 15- to 20-minute time limit. Articles and papers use two different media; the format should reflect this. An article can develop varied arguments within its page limits; a paper has to be to the point. The content must be appropriate to oral presentation, and the sentences themselves must be formed differently. Scholars who feel that they must say "everything" about the subject have simply not considered this different dynamic. They must find the discipline to understand that "everything" can be said in an article; a talk should present important aspects or specific information. A paper should not resemble an article, and a speaker should not expect to present article-style material in a paper.

Some speakers in Philadelphia had understood this and presented clear, focused, appropriate material within the time limit. Such papers should be sent to the guilty parties to illustrate the difference. Students and even professors should go to workshops presenting the guidelines for construction of papers as opposed to articles. We listeners would greatly appreciate the positive change that would ensue.

Lorene M. Birden

#### To the editor:

I attended numerous excellent panels at the MLA convention in Philadelphia. The level of discourse was uniformly high, and it was a stimulating experience. In virtually all sessions I attended, however, there was a recurring problem: nonobservance of time limits.

Many presenters spoke for 25 or 30 minutes, and not once did the coordinator tell them to wrap things up. This is hardly fair to the final speakers on panels, who find themselves under enormous pressure to finish before the bell rings (as it were). Nor is it fair to members of the audience, whose time for participation ends up drastically reduced. This even happened in special sessions, where organizers are specifically instructed to allow a full fifteen minutes for general discussion.

Similar things happened during discussion periods. On more than one occasion, someone in the audience got up and, rather than pose a question, went on to deliver a five-minute-long (if eloquent) speech, thereby monopolizing the conversation. And again, coordinators lacked the wisdom to cut off the speechifier and ask, "What is your question?"

I urge all relevant participants and organizers at MLA panels to observe time limits. And I ask MLA personnel to do everything possible to keep the lid on long-winded presenters, both on panels and in the audience!

Gene H. Bell-Villada

To the editor:

Your critique of the 2002 Uncle Sam poster in the Winter 2004 MLA Newsletter (4-5) seems unnecessarily alarming. The poster features not some public official or media celebrity but Uncle Sam: literally the United States "national character" made visible. Like John Bull (for Britain) and Marianne (for France), Sam symbolizes "America" no matter who holds office. Flagg's 1917 poster "I Want YOU for the U.S. Army" was a call for volunteers, not a draft notice. So is this 2002 poster. Arms wide open might appeal for mass response but the point ing finger singles out one person—you, the viewer—from the crowd, to become a hero. And what must you do? The text reads simply: "Uncle Sam [i.e., the nation as a whole] wants [stands in need of] you [anyone who reads this poster] to learn a foreign language." Not just practice a language you already know, but stretch yourself, by learning. And any language people have to learn is necessarily foreign to them. Though the text is English, nothing limits its appeal to English speakers. If you speak only English now, then tackle Spanish, French, or whatever. But say you speak only Spanish fluently yet still care to help neighbors and coworkers in this place you now call "home." Then make the heroic effort to learn a foreign (to you) language, like English . . . or something else . . . it doesn't matter. Learning any new-to-you language expands the web of people able to link one language community with another. The poster does not read "Uncle Sam insists that schools add languages to their curriculums but will not pay the costs." How you learn is up to you. It may well involve added expense, even sacrifices not everyone can make. But remember the context. As the recruiting poster style suggests, the United States today is a nation at war. Willing volunteers can help bring this war to a satisfactory end. But not every volunteer will work the same way. Some may become fighters; others better listeners, readers, and speakers. This poster, far from raising fears, illustrates how US society has evolved. In 1918, speaking a foreign language was suspect or even outlawed here. By 1941, we knew better (our government welcomed many non-English-language speakers who offered their talents-and their lives-to help defend this country), though, sadly, we were still blinded by race.

Even today, acts of hatred based on language and appearance still occur—but not as standard public policy. Instead, they

are viewed as crimes—breakdowns in law—officially regretted and widely condemned. As members of the Modern Language Association, trained in word lore and analysis, our special challenge in this War of Misperceptions is empowering people to communicate better with one another and with the world. Moreover, we can teach and demonstrate how speakers of multiple languages thrive in a diverse yet interdependent civil community. Thus we may help keep Uncle Sam alive and well and the world safe for diversity.

Lane Jennings

**BOOK NEWS** 

## Call for Contributions in Approaches Series

For the series Approaches to Teaching World Literature, the Publications Committee has approved development of three new titles:

- •Mary Ellen Birkett and Christopher Rivers, eds., *Approaches to Teaching Claire de Duras's* Ourika
- Barbara W. Boyd and Cora Fox, eds., Approaches to Teaching the Works of Ovid and Ovidianism
- Sandra G. Shannon, ed., Approaches to Teaching the Works of August Wilson

If you wish to contribute to any of these volumes, please send your name and mailing address to Jeremy George at the MLA office by 1 April 2005 (fax: 646 458-0030; jgeorge@mla.org). □

#### 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.

Renting Rome apartment near American Academy, public transportation to center city and train station. 1 large bedroom with a study area, living-dining room, bath, eat-in kitchen, dish and laundry washers, large terrace, four balconies, fully furnished. Could sleep four. Available September 1, 2005. \$1350 monthly (heat included) plus utilities. Prof. Jack Wasserman, Phone: (215) 625-3902

**BIBLIOGRAPHY** 

### MLA Bibliography Fellowships

During 2003, the Executive Council approved a request by the Advisory Committee on the *MLA International Bibliography* for the creation of *MLA Bibliography* fellowships. These ongoing fellowships were suggested to recognize the efforts of scholars who index materials on behalf of the *MLA International Bibliography*. Earlier this year, the first group of recipients for this award were announced. The 2004 recipients are

**Kyoko Amano**, assistant professor of English, University of Indianapolis (American literature)

**Neal Baker**, information technologies and reference librarian, Earlham College (film, science fiction, fantasy)

Mary Bogan, reference librarian, Emporia State University (children's literature) Jeanne-Sarah de Larquier, assistant professor of Francophone literature, Central Michigan University (French literature)

Heather Dubnick, independent scholar (Spanish literature)

Elizabeth Fitzpatrick, reference librarian, University of Massachusetts, Amherst (Asian American literature)

**Tracy A. Crouch Johnson**, associate professor of English linguistics, Stephen F. Austin State University (linguistics)

**Ksenya Kiebuzinski**, Petro Jacyk Bibliographer for Ukrainian Collections, Harvard Ukrainian Research Institute (Ukrainian literature)

**Nathan E. Richardson**, assistant professor of Spanish, Bowling Green State University (Spanish literature)

Earl F. Yarington, recent graduate of Indiana University of Pennsylvania (English literature, American literature)

Applications for the 2005 field bibliography fellowships are due 1 March 2005. Fellowships are for a three-year period, beginning 1 July 2005 and ending 30 June 2008. 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. 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.

The basic criteria for application are MLA membership, a master's or PhD in a relevant field, 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 c.v. to the attention of Kati Neiheisel, *MLA International Bibliography*, 26 Broadway, 3rd floor, New York, NY 10004-1789 (kneiheisel@mla.org). □

#### 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 2004 PMLA, pages 1093–113. The arrangement is chronological, and each date is followed by the major title under which information is listed in the September issue.

#### APRIL

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

#### MAY

10 Rockefeller Foundation

#### JUNE

- 1 Center for Lesbian and Gay Studies of the City University of New York
- 15 Fordham Medieval Fellows Program

#### 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 2005 James Russell Lowell Prize competition for books published in 2004
- 1 Deadline for receipt of *MLA International Bibliography* fellowship applications
- 4 Deadline for receipt of departmental administrators' job listings for the April 2005 *Job Information List*
- 15 Deadline for receipt of forum proposals for the 2005 convention
- 15 Deadline for submission of manuscripts for the *PMLA* special topic Cities
- 15 Postmark deadline for submissions for Profession 2005

#### APRII.

- 1 Deadline for receipt of entries for the Lois Roth Award for a Translation of a Literary Work and the MLA Prize for a First Book for books published in 2004
- 1 Deadline for receipt of requests for waiver of membership requirements for participants in the 2005 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 2005 convention
- 1 Postmark deadline for requests for audiovisual equipment for the 2005 convention
- 7 Organizers and panelists at the 2005 convention must be listed on MLA membership rolls
- 15 Deadline for receipt of requests for funds for speakers at the 2005 convention

30 Deadline for receipt of applications for dues subsidies for residents of developing or soft-currency nations

#### MAY

- Deadline for receipt of entries for the 2005 competitions for works published in 2004 for the MLA Prize for Independent Scholars, 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, for French and Francophone Studies, and for Italian Studies; for works published in 2003–04 for the MLA Prize for a Distinguished Scholarly Edition, the Morton N. Cohen Award, and the Aldo and Jeanne Scaglione Prizes for Studies in Slavic Languages and Literatures and for a Translation of a Scholarly Study of Literature
- 23 Deadline for the recipt of departmental administrators' statements for the 2005 Summer Supplement of the *Job Information List* (no soliciations will be made)

#### JUNE

- 15 Notification of decisions on funding requests mailed to session organizers who have applied for funds for speakers at the 2005 convention
- 30 Deadline for receipt of new members' applications for listing in the September 2005 (Directory) issue of *PMLA*
- 30 Deadline for current members to submit changes in rank or affiliation for listing in the September 2005 (Directory) issue of *PMLA*

#### M L A N E W S L E T T E R

26 BROADWAY, 3RD FLOOR NEW YORK, NY 10004-1789 Periodicals Postage Postage Paid at New York, NY and at additional mailing offices