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2011 MLA Delegate Assembly Meeting

MLA members are invited to attend the meeting of the 2011 Delegate Assembly during the convention in Los Angeles. Members may speak to any of the items on the assembly's agenda. These items include regular staff and committee reports on association activities, a proposed constitutional amendment, and new proposals submitted by members for the assembly's consideration. Any new proposals received will be posted at the MLA Web site in mid-November (see the Delegate Assembly's page, www.mla.org/delegate_assembly) and will be printed in the first issue of the *Convention News and Program Update*, available online before the convention and on-site in Los Angeles.

The assembly meeting will begin at 1:00 p.m. on Saturday, 8 January, in Diamond Salon 4 and 5 of the J. W. Marriott. Because the assembly meeting is open-ended, even latecomers will have a chance to join in important discussions of association policies.

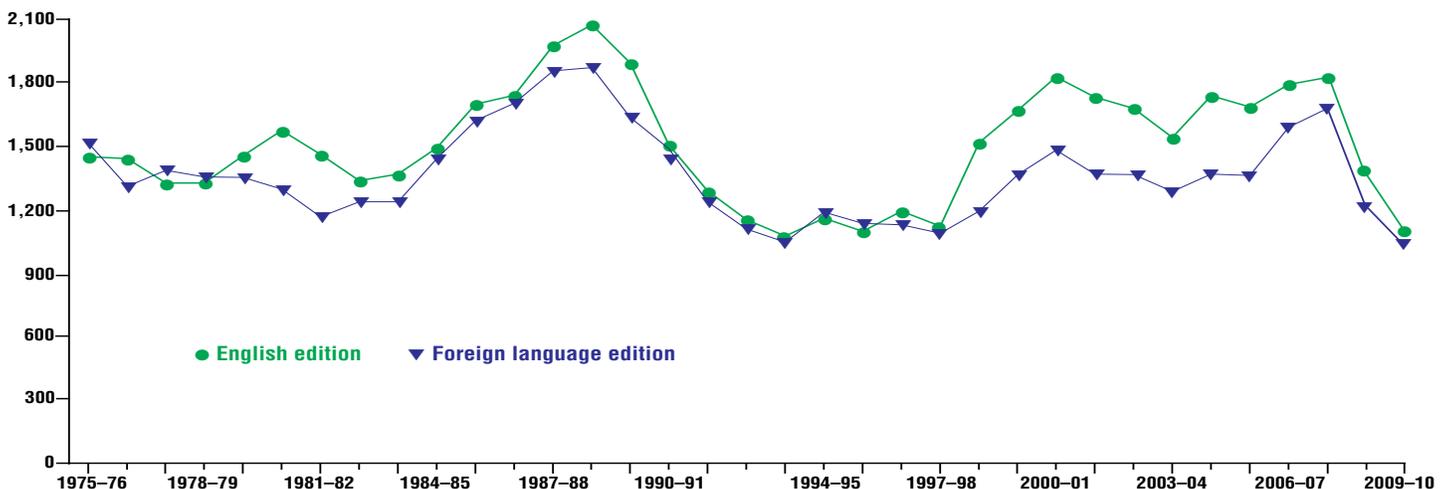
Report on the MLA *Job Information List*

In 2009–10 the number of jobs advertised in the MLA *Job Information List (JIL)* declined sharply for the second year in a row. The English edition announced 1,100 jobs in 2009–10, 280 (20.3%) fewer than in 2008–09; the foreign language edition announced 1,022 jobs, 205 (16.7%) fewer than in 2008–09. (Jobs announced in ads that departments later marked “search canceled” have been excluded from these counts.) The drop was somewhat less precipitous this year than last, especially in foreign languages. Last year the number of jobs declined by 446 (24.4%) in English and 453 (27.0%) in foreign languages. Over the two years since 2007–08 (the recent peak, when there were 1,826 jobs in English and 1,680 in foreign languages), the number of jobs advertised in the *JIL* has declined by 726 (39.8%) in English and by 658 (39.2%) in foreign languages.

The figure below shows the trend lines for the number of jobs advertised in the *JIL*'s English and foreign language editions from 1975–76 to 2009–10. The contraction of the past two years has brought the number of jobs advertised to about the same level as in the trough year 1993–94, when 1,075 openings were advertised in the English edition (25 [2.3%] fewer than 2009–10) and 1,047 were advertised in the foreign language edition (25 [2.4%] more than 2009–10).

A full report on the 2009–10 *Job Information List*, including breakdowns of ads by tenure status, rank, and field specialty, appears on the MLA Web site.

Total Number of Positions Advertised in the MLA *Job Information List*, 1975–76 to 2009–10





One MLA Serving All Faculty Members

Currently numbering some eight hundred of the total of thirty thousand-plus MLA members, community college faculty members constitute the fastest growing sector in the association. Convention workshops and sessions now address issues of urgency and interest to community college colleagues. Community college faculty members are represented on the Executive Council by Jane Harper and have eight representatives serving on the Committee on Community Colleges. In addition, there are eleven community college faculty members on seven other committees and ten in the Delegate Assembly.

The MLA has important reasons to build membership from this dynamic sector of higher education.

According to the American Association of Community Colleges, community colleges in the United States enrolled an estimated 8 million full- and part-time students in credit-bearing courses in 2009 (www.aacc.nche.edu/AboutCC/Documents/factsheet2010.pdf). They educated 43% of undergraduates and 39% of international students in the United States in 2007 (www.aacc.nche.edu/AboutCC/Documents/fastfacts.pdf). Canada's approximately nine hundred community colleges enroll an estimated 2.4 million full- and part-time students (www.schoolsincanada.com/Community-Colleges-In-Canada.cfm). The 2004 National Study of Postsecondary Faculty (NSOPF) reports that some 39,500 faculty members in English and 8,400 in the foreign languages teach full- and part-time in community colleges. While the majority of students enroll in technical and job-related programs, significant numbers transfer to universities and four-year colleges after earning an associate's degree. To that end, flagship and regional state universities increasingly negotiate articulation agreements with community colleges to accept transfer students for seamless degree completion. Then, too, the community college model has become, as Jill Biden observes, "a key U.S. export" (Saltmarsh): the community college system in Saudi Arabia now numbers fifty institutions, and the first community college in Chile recently opened (Abramson). The White House Summit on Community Colleges, convened on 5 October 2010 and chaired by Biden, attested to "the critical role these institutions play in achieving the President's goal to lead the world with the highest proportion of college graduates by 2020" (www.whitehouse.gov/communitycollege).

Given the high cost of postsecondary education at universities and liberal arts colleges, increasing numbers of students from low- and now middle-income families are opting to stay closer to home for the first two years of a baccalaureate degree, where tuition payments are not budget breakers and the cost of relocation is almost nil. In the current economic crisis, the new jobless have turned to the

system tasked with the reeducation of a workforce adjusting to massive layoffs in major industries and shifts in the service economy. With the Obama administration and philanthropic donors calling for a significant increase in the number of young Americans with baccalaureate degrees, community colleges are being asked to take more students and to improve graduation rates.

Why should the MLA build membership from community colleges? First, a commitment to educational justice calls us to do so. Long lauded as "democracy's college" (J. R. Valadez, qtd. in Dowd, Cheslock, and Melguizo 462), the community college has been an affordable and accessible place of entry for low-income students who seek the cultural capital, social mobility, and economic benefits attached to postsecondary education. Community colleges open a crucial pipeline to the BA, MA, and PhD programs that four-year colleges and universities offer in literatures and languages. With expertise in addressing the aspirations and needs of immigrants, first-generation students, and underrepresented populations as well as returning adults, including veterans, community college faculty members are critical partners of four-year college and university faculty members in "closing the socioeconomic enrollment gap in higher education" and "increas[ing] overall educational attainment in the United States" (Dowd, Cheslock, and Melguizo 449). The more successful the articulation from community colleges to four-year colleges and universities, the more people there are to bring diversity of background, heritage, life experience, and linguistic competency to four-year colleges and universities, contributing to what Louis Menand terms the needed "oxygenation" of the academy and of the humanities (153).

Second, community colleges have also been a bellwether of disturbing trends in higher education that the MLA is committed to addressing. As the MLA's December 2008 report "Education in the Balance" revealed, community colleges have the highest percentage of faculty members employed off the tenure track in our fields: 57.8% in English and 66.3% in foreign languages; another 18.5% in English and 14.2% in foreign languages teach at institutions without a tenure system (www.mla.org/report_aw). The majority of contingent faculty members in the humanities are women—71% of those teaching in English and foreign languages, according to the 2004 NSOPF—a reality starkly illuminating the "feminization" of the humanities. Many part-time faculty members work for wages that, when aggregated for full-time-equivalent compensation, place them

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News from the MLA

Online Directory

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well below the poverty line. The exploitative conditions of employment for non-tenure-line faculty members, an effect of what Cary Nelson terms “our contingent future” (79–106), contributes to the erosion of higher education’s commitment to the tenure system, academic freedom, and faculty governance.

Third, the situation on the campuses of the nation’s community colleges bears on the future of graduate education in the humanities. Statistics provided by the 2004 NSOPF reveal that 69% of full-time and 74% of part-time faculty members in the humanities in the community college sector hold a master’s degree. In effect, the MA has become a qualifying degree for teaching in higher education institutions. Concerned that graduate directors and faculty members are sufficiently aware of the current demographic and its implications for the conceptualization of graduate degrees, the Association of Departments of English has charged an Ad Hoc Committee on the Master’s Degree, chaired by Paul Lauter, to engage the question “How should MA programs address this job market in developing curricula and communicating with prospective students about the careers for which their degrees prepare them?” This committee is currently exploring how best to prepare MA graduates for faculty positions and teaching in the first two years of college, in two- or four-year institutions.

Our doctoral students have often sought to supplement incomes by teaching in nearby community colleges. Now, with the precipitous drop in the number of faculty openings in the humanities generally and in our fields particularly—a 40% drop in *JIL* listings over the last two years—more of our doctoral students will seek faculty positions in community colleges. Some see in community college careers an opportunity to address socioeconomic inequalities and educational justice by preparing low-income students for successful transfer to colleges and universities. Some with particular passion for teaching rhetoric and communication recognize that a successful first-year experience in community college writing courses

remains one of the best predictors of later success in completion of an AA and BA or BS (see Wang). In recognition of the role that community colleges will undoubtedly play in the professional careers of those in the academy holding PhDs, some universities, such as Temple University and San Francisco State University, are offering a community college teaching certificate (Moltz).

The MLA’s Academic Workforce Advocacy Kit asserts that we are “one faculty serving all students,” a mantra for our individual campuses and for the entirety of higher education. The MLA is now becoming one association serving all faculty members across the full spectrum of higher education.

Sidonie Smith

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Members are invited to comment on the president’s column at www.mla.org/fromthepres.

Exhibit Hall in Los Angeles

At this year’s MLA convention over 110 firms will display books, journals, educational software, electronic databases, and other materials and services of interest to teachers of language and literature. To view a list of the 2011 exhibitors, visit www.mla.org/list_of_2011_exhibit, and view the interactive exhibit hall map at www.mla.org/conv_exhibitmap.

Located in the Los Angeles Convention Center (Concourse Hall, level 1, West Hall entrance), the exhibit hall will be open on 7 and 8 January from 9:00 a.m. to 6:00 p.m. and on 9 January from 9:00 a.m. to 1:00 p.m. Admission to the exhibit area is open to persons wearing convention badges or carrying appropriate passes. There is a lounge area in the hall to use as a place to meet with editors and colleagues.

The *Convention News and Program Update* will feature information about receptions, book signings, and other exhibitor-sponsored events that will take place in the exhibit hall during the convention. Please check the *Convention News and Program Update* and the MLA Annual Convention *Twitter* feed for specific information about the MLA exhibit booth.

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The World within Reach?

In a stunning move announced on 1 October, George M. Philip, president of the University at Albany, has decided to eliminate major, minor, and graduate programs in French, Italian, Russian, and the classics (the German program was already cut), along with theater. As a Romance language faculty member on leave from the University at Buffalo, State University of New York, I know the state system well; I am painfully aware of what happens when the legislature continues to reduce its commitment to the university system and leaves institutions struggling to stay afloat. Cutbacks of all kinds are inevitable in this environment, but Albany plans astoundingly draconian measures: no languages except Spanish will be taught beyond the early semesters, and ten tenure-line faculty members will be let go.¹

Throughout my career, I have been astonished that the advanced study of languages is not universally valued in the American educational system.² In this, we are terribly out of sync with the rest of the world, where university preparation programs feature in-depth study of one or more languages. Before students enter the portals of higher education, they should have a solid basis for the pursuit of advanced language learning, which is what college can provide them. It is absurd to give students access to introductory and intermediate sequences in French (available in virtually all the high schools that send students to Albany) but not to advanced courses on linguistics, literature, culture, and media taught in French. Students who peek into the door of language yet cannot go further are being denied a key component of a university education.

When financial exigencies hit, decisions to cut services and programs (and not just academic ones) must be made. If, however, the main criterion for assessing the value of an area of learning is the number of majors or minors, then head counts or popularity contests among disciplines prevail. That metric (misguided as it is) is more complicated than it looks. Our research shows that language majors are often identified as second concentrations, but Albany does not report them.³ Quite a few international studies and business majors declare a second major in a language. Many students also choose to minor in a language, especially after a period of study abroad, and courses can show up as transfer credits. The “number of majors” metric distracts us from the real question: What is the purpose of a university (especially one that calls itself a research institution) if not to cultivate the core disciplines of a liberal arts education? If we value the advanced study of languages as central to the mission of a liberal arts curriculum, then we must ensure that programs have adequate resources, connect well to other elements of liberal learning, and provide students with the essential experiences for translingual and transnational competence to develop. (See the Ad Hoc Committee on Foreign Languages report “Foreign Languages and Higher Education: New Structures for a Changed World” for details.)

Here’s the really sad part: it seems that Albany was well on track to achieve some important goals with respect to cross-cultural study. The 2010 Middle States Commission on Higher Education report notes that “[t]he University has given careful attention to developing . . . an appreciation for diversity in its many dimensions, including global citizenship. . . . The best demonstration of the university’s commitment is their choice to add to the SUNY General Ed-

ucation requirement additional rubrics of Global and Cross-Cultural Studies and U.S. Pluralism and Diversity, and to require a second semester of a foreign language . . .” (19). It simply makes no sense to add a second required semester of language while taking away the opportunity to explore all except one of the most commonly taught languages at the minor or major level. Such a move makes the university into a high school when it comes to a key component of the humanities. What also makes no sense is to deprive other humanities programs of the expertise that specialists in literature, linguistics, and culture can bring. To its credit, the English department at Albany offers a PhD concentration in cultural, transcultural, and global studies that examines the effects of globalization, cross-cultural exchange, class relations, and cultural identity on discourse. The English PhD program also requires students to demonstrate either reading competence in two languages other than English or advanced competence in one language (by taking a graduate course in that language or four years of undergraduate study). How will students take a graduate course conducted in another language if they don’t choose to study Spanish? And how are faculty members in English (many of whom have transcultural expertise) going to function without the benefit of colleagues with comparable scholarly expertise in French, German, Italian, Russian, Latin, and Greek?⁴

The MLA has been assisting its members in making the case for strong language programs. The Association of Departments of Foreign Languages has prepared a tool kit for departments facing closures, and we regularly communicate with campus administrators who are contemplating reductions to language programs. Our enrollment surveys (the next one will be released on 8 December) document the persistent strength of languages in institutions of higher education in the United States, and the MLA Language Map shows where languages other than English are spoken in the home. We also work with department chairs at our summer seminars and at the annual convention to share strategies, document trends, promote best practices, and reenvision the undergraduate major. Beyond the association’s communal efforts, I believe it is the responsibility of every faculty member in English as well as in other languages to make the case for the advanced study of languages. We must also call out university presidents who, by failing to explain the value of the advanced study of languages and literatures to the public, have been derelict in their duty. Until Americans see learning languages as an indispensable enterprise, we do have to argue, continuously and vigorously, for the centrality of this area of study.

“Educationally and culturally, the University at Albany-SUNY puts “The World Within Reach,” the institution proudly proclaims at its Web site. Yet if the president’s plans go unchallenged, one of the four flagship research universities of New York State is about to put a good part of the world out of the reach of its students by denying them advanced learning in all languages except Spanish. In lamenting the cuts, the administration paradoxically declares the impossible: that “[t]he University at Albany fully values the critically important role the Humanities play in the intellectual life of a university community” (“UAlbany Budget Updates”). Let us hold all universities to this statement of values. If I have spent so much time discussing what is going on at one particular institution, it is because we have seen similar actions carried out or contemplated elsewhere—Louisiana State University; the University of Maine; the University of Nevada, Reno; Florida State University; and the University of Iowa, to name a few. I urge all MLA members to stand up for advanced study and research in languages other than English, without which the humanities truly are incomplete—and the mission of higher education is seriously compromised.

Rosemary G. Feal

Notes

Correction to the print edition: Although the University at Albany will teach no European languages except Spanish beyond the language acquisition stage at the undergraduate level, it will continue to offer three minors and two majors in Asian languages.

A version of this column appears in the 12 November 2010 issue of the *Chronicle of Higher Education*.

1. Many prominent scholars have already commented on the Albany situation. Stanley Fish devoted a *New York Times* column to it, chiding Philip’s actions and concluding that it “is the job of presidents and chancellors to proclaim the value of liberal arts education loudly and often and at least try to make the powers that be understand what is being lost when traditions of culture and art that have been vital for hundreds and even thousands of years disappear from the academic scene.” Also debating the topic in the *New York Times* were Martha Nussbaum, Louis Menand, and others (“Do Colleges?”). Recent articles by Jack Chen, Roland Greene, and Joshua Landy are also important.

2. For a lucid treatment of the topic, see Catherine Porter’s 2009 Presidential Address.

3. The MLA report “Data on Second Majors in Language and Literature, 2001–08” presents the information on second majors that the US Department of Education collects as part of the Degree Completions component of the Integrated Postsecondary Education Data System (IPEDS). From 2001 to 2008 the number of second majors that institutions reported averaged about 5% of the total number of bachelor’s degrees awarded as first majors. In foreign languages,

the figure is much larger, increasing from 28% of the number of first majors in 2001 to 36.8% in 2008. These data seriously understate the reality, however. Of the 2,378 degree-granting postsecondary institutions that reported awarding at least one bachelor’s degree on the 2008 IPEDS, only 1,056 provided any information about second majors. From a department’s viewpoint, students who earn bachelor’s degrees as second majors are no different from those who earn degrees as first majors. That no SUNY campus, including the University at Albany, reports data on second majors for any field of study means that conclusions about upper-division undergraduate study based on IPEDS degree completions data will be incomplete at best and in all likelihood especially distorted for foreign languages.

4. Anne E. McCall, dean of Arts, Humanities, and Social Sciences and a professor of French at the University of Denver, makes an important point: “Many institutions are experiencing painful budgetary constrictions, and sometimes there is little choice but to eliminate academic programs. However, it would be a grievous mistake to say that nothing is lost in the process. Given a choice, I would much rather work with faculty to adapt courses in lesser-enrolled subjects than entirely deprive students of educational opportunities” (“Do Colleges?”).

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Comment on this column at www.mla.org/fromtheeditor.

Making Suggestions for Committee Appointments

This year the MLA Executive Council will make appointments to seventeen standing committees of the association. The council invites members to consider suggesting themselves or other members for one of the fifty-three anticipated vacancies on the seventeen committees. Members’ suggestions will be accepted at the Web site (www.mla.org/commsugg) from mid-November through mid-January. The Web page for suggestions provides information on the factors relevant to this new round of committee appoint-

ments. Because these factors change from year to year, suggestions made the previous year are not brought forward for the council’s consideration. Members will therefore need to deposit new or updated suggestions after consulting the new Web listing of vacancies.

The council will be making appointments to fill these vacancies at its February 2011 meeting. Any questions about committee suggestions should be addressed to Carol Zuses at the MLA office (czuses@mla.org).

Elections Committee Seeks Candidates

The MLA Elections Committee will meet in January 2011 to begin the process of identifying candidates for twenty special-interest and thirty-six regional Delegate Assembly seats. Those elected in 2011 will serve in the assembly from 9 January 2012 through the close of the January 2015 convention and must attend the meetings of the assembly in January 2013, January 2014, and January 2015.

The Elections Committee is charged not only with nominating candidates and overseeing the elections but also with ensuring that the various groups within the MLA find representation in the Delegate Assembly. Committee members are therefore interested in hearing from all MLA members who are willing to be candidates in next year's Delegate Assembly elections. Members whose names are already on file at the MLA office need take no additional action at this time. Others who would like to be considered should write to the Elections Committee, c/o Carol Zuses, at the MLA office (czuses@mla.org).

2011 ADE and ADFL Summer Seminars

Chairs, directors of graduate and undergraduate studies, and other administrators and their designees from departments of English and other modern languages gather annually at the summer seminars arranged by ADE and ADFL. Seminar participants consult with colleagues; learn about new trends; hear from experienced leaders about responses to emerging problems and opportunities in the discipline; gather strategies and perspectives to take back to their campuses; share lore, tips, and lessons learned to develop practical administrative know-how; and establish networks of supportive peers to call on throughout the year. The seminars are also one of the best opportunities department chairs have to contribute their individual voices and expertise to the development of ADE, ADFL, and MLA reports, statistical analyses, and statements of best practice.

The 2011 joint ADE and ADFL seminar will be held 9–12 June at Northwestern University in Evanston, Illinois, and hosted collaboratively by the chairs of the English department and other modern language and literature departments. ADE Seminar West will take place 23–26 June at Stanford University in Palo Alto, California; English department chair Jennifer Summit will host. ADFL Seminar West will take place 23–26 June in Salt Lake City, Utah, and will be cosponsored by the College of Humanities at Brigham Young University and the Department of Languages and Literature at the University of Utah and cohosted by Ray Clifford and Jane Hacking.

Information about programs, registration, and accommodations will be announced at the ADE and ADFL Web sites (www.ade.org and www.adfl.org) and in brochures that will be mailed to chairs of ADE- and ADFL-member departments in April. For further information, please contact Doug Steward, Associate Director, ADE (646 576-5132; ade@mla.org) or David Goldberg, Associate Director, ADFL (646 576-5134; adfl@mla.org) or consult the ADE and ADFL Web sites.

MLA Book Awards

Is your book eligible for an MLA book award? The MLA Committee on Honors and Awards invites authors and editors to compete for the association's publication prizes. There are twelve annual and eleven biennial MLA prizes that honor outstanding work in languages, literatures, and interdisciplinary studies and in specific genres (e.g., translation, bibliography, letters, scholarly edition). For information on the individual prizes, their deadlines, and the application process, please visit the MLA Web site (www.mla.org/award_competitions). You may also request detailed information on any MLA prize by contacting the Programs Office (646 576-5141; awards@mla.org).

Profession Call for Papers

For the 2011 issue of *Profession*, the members of the journal's advisory committee seek previously unpublished essays, of 1,800 to 5,000 words, on current intellectual, curricular, and professional trends and issues that are of importance to the field. The committee welcomes submissions on any topic as well as suggestions for special topics and sections. Of particular interest are articles that address the changing modes of scholarly and pedagogical communication, now that the digital humanities have become a central part of the academic world.

Though *Profession* focuses on professional issues, authors should express their views in a scholarly mode—using analysis, documentation, and persuasion—to ensure that readers will be able to engage with their essays.

Letters to the editor and short comments on articles in the 2010 issue of *Profession* will also be considered. For more information on submitting to *Profession*, go to www.mla.org/profession. The postmark deadline for submissions is 15 March 2011. Address materials to the editor, Rosemary G. Feal, at the MLA office.

Honorary Members and Fellows

Members are invited to submit nominations for honorary members and fellows of the association. Honorary members are distinguished foreign scholars, and honorary fellows are distinguished men and women of letters of any nationality. The current rosters of honorary members and fellows can be found at the MLA Web site (www.mla.org/resources/awards/honorary_members).

Members who would like to recommend honorary members and fellows should refer to the instructions at www.mla.org/nominations_hon.

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2. Mailed In-County Paid Subscriptions	0	0
3. Paid Distribution outside the Mails including Sales through Dealers and Carriers, Street Vendors, Counter Sales, and Other Paid Distribution outside USPS®	2,476	2,278
4. Paid Distribution by Other Classes of Mail through the USPS (e.g., First-Class Mail®)	156	85
c. Total Paid Distribution	24,345	21,885
d. Free or Nominal Rate Distribution		
1. Free or Nominal Rate Outside-County Copies	0	0
2. Free or Nominal Rate In-County Copies	0	0
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4. Free or Nominal Rate Distribution outside the Mail	0	0
e. Total Free or Nominal Rate Distribution	0	0
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Rosemary G. Feal, Executive Director

Joshua Fishman Receives ADFL Award

The Executive Committee of the Association of Departments of Foreign Languages has named Joshua Fishman the 2010 recipient of the ADFL Award for Distinguished Service to the Profession. Fishman is Distinguished University Research Professor of Social Sciences, Emeritus, at Yeshiva University's Ferkauf Graduate School of Psychology. The award honors members of the profession who have attained a national or international reputation for distinguished service to teaching and scholarship in foreign languages in the context of the ADFL mission. Fishman developed the field of the sociology of language and is a leader in heritage language studies, the study of language and ethnicity, language planning, bilingual education, and Yiddish sociolinguistics. A prolific scholar and editor, he is also a unique force behind linguistic social activism on the part of endangered languages. He has been a mentor to scholars at all stages of their careers, inspiring a generation of younger scholars to do research on the social conditions that underlie language maintenance, language loyalty, bilingualism, and other social issues that influence the way language is viewed in society. He is the founder and editor of the *International Journal of the Sociology of Language* and the Contributions to the Sociology of Language book series.

Scholars and teachers of heritage languages around the world credit Fishman with providing the foundational knowledge about societal bilingualism. In the words of Guadalupe Valdés, recipient of the 1996 ADFL Award, "Of all the scholars working on non-English languages in the United States, Joshua Fishman has most consistently and loudly made it clear that being American and retaining or relearning ancestral languages cannot and should not be seen as incompatible." Fishman will be honored at a special session at the MLA convention in Los Angeles. The award will be presented to him in New York City during the November meeting of the ADFL Executive Committee.

ADFL welcomes nominations for this award. Anyone wishing to nominate a candidate should contact Nelly Furman, Director of Programs and ADFL (adfl@mla.org).

Gerald Graff Receives ADE March Award

The ADE Executive Committee will present the ADE Francis Andrew March Award to Gerald Graff at the 2011 MLA Annual Convention in Los Angeles. The award, established in 1984 to honor exceptional service to the profession of English, is named for Francis Andrew March (1823–1911), professor of English at Lafayette College and the first professor of English in America. The committee looks for candidates whose impact reverberates beyond the local to affect the ADE and MLA communities and the profession at large.

Graff, professor of English and education at the University of Illinois, Chicago, has exercised a signal influence on college education as an institutional historian, a literary theorist, and a commentator on teaching habits and practices in writing and literature classrooms in high schools and undergraduate and graduate education. His *Professing Literature: An Institutional History* is a mainstay of graduate education in English and has recently been reprinted in a twentieth-anniversary edition by the University of Chicago Press. This book also helped launch Graff's argument, subsequently developed in *Beyond the Culture Wars: How Teaching the Conflicts Can Revitalize American Education*, that schools and colleges should respond to curricular and disciplinary conflicts by "teaching the conflicts."

With the publication of *Clueless in Academe: How Schooling Obscures the Life of the Mind*, Graff's work has focused on how schools and colleges can demystify academic intellectual culture for all students, not just the high-achieving few. This book helped inspire a basic writing textbook, "*They Say/I Say*": *The Moves That Matter in Academic Writing*, cowritten with his wife Cathy Birkenstein. Graff was involved in the creation of Teachers for a Democratic Culture and of the Master of Arts Program in the Humanities at the University of Chicago. He has given lectures and workshops at many schools and colleges, and his work has been the topic of three special sessions at MLA conventions. He served as president of the MLA in 2008.

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Calls for Contributions to Approaches Series

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

- *Approaches to Teaching Baraka's Dutchman*, edited by Gerald Early and Matthew Calihman
- *Approaches to Teaching Gaines's The Autobiography of Miss Jane Pittman and Other Works*, edited by John Lowe
- *Approaches to Teaching the Novels of Henry Fielding*, edited by Jennifer Preston Wilson and Elizabeth Kraft
- *Approaches to Teaching the Works of Ding Ling*, edited by Amy D. Dooling
- *Approaches to Teaching the Works of Nathaniel Hawthorne*, edited by Samuel Coale and Christopher Diller

If you wish to contribute to any of these volumes, please visit www.mla.org/approaches and follow the link to the appropriate survey.

Calls for Papers for the 2012 Convention

The 2012 MLA Annual Convention will be held in Seattle from 5 to 8 January. Calls for papers may now be submitted through the MLA Web site under the Convention heading (www.mla.org/cfp_main). Submissions will be accepted until 1 March 2011. Members should familiarize themselves with the guidelines for the MLA convention, which appear on the MLA Web site (www.mla.org/conv_procedures), before writing to the organizers listed in the calls for papers. If not provided, organizers' addresses are available in the members' directory on the MLA Web site. All participants in convention sessions must be MLA members by 7 April 2011. Organizers are responsible for responding to all inquiries. A member may participate as speaker, presider, or respondent only twice (e.g., by organizing and chairing a meeting, reading a paper, or serving as a speaker, presider, or respondent in one or two sessions) at a convention.

Calls for papers may be viewed online at www.mla.org/conv_papers.

All requests for audiovisual equipment must be made on the appropriate program copy forms and submitted by 1 April 2011. 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 must indicate their audiovisual needs when they respond to a call for papers and should check with the chair of the session or with the MLA convention office to be sure that the necessary equipment has been ordered by 1 April 2011.

Members without Internet access who need a printout of the calls for papers should write or call the MLA office to have a copy mailed to them (membership@mla.org; 646 576-5151).