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Spring 2014–Winter 2015

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MLA Handbook for Writers of Research Papers
7th edition
Recipient of Choice Award for Outstanding Academic Title 2009

The MLA Handbook is published by the Modern Language Association, the authority on MLA documentation style. Widely adopted by universities, colleges, and secondary schools, the MLA Handbook gives step-by-step advice on every aspect of writing research papers, from selecting a topic to submitting the completed paper.

The seventh edition is a comprehensive, up-to-date guide to research and writing in the online environment. It provides an authoritative account of MLA documentation style for use in student writing, including simplified guidelines for citing works published on the Web and recommendations for citing several kinds of works, such as digital files and graphic narratives.

“The style bible for most college students.”
—Newsweek

—Choice

The MLA Handbook Web Site
Every copy of this edition of the MLA Handbook comes with a code for accessing the accompanying Web site (www.mlahandbook.org). The searchable Web site features

• the full text of the MLA Handbook
• over two hundred additional examples
• research project narratives, with sample papers
Updated regularly, the online Literary Research Guide is a selective, annotated guide to reference sources essential to the study of British literature, literatures of the United States, other literatures in English, and related topics. Choice calls it “the standard guide in the field,” and the new edition of the Guide is an important tool for librarians assisting users in evaluating reference sources in the humanities.

Entries can be looked up in WorldCat and Google Books, and the Guide offers flexible search options, as well as automatic linking to reference sources in a library’s catalog.

Current subscribers to the online Literary Research Guide will continue to receive access to the fifth edition at no extra charge through 1 July 2014.

“Animatedly, energetically, enthusiastically, and vigorously recommended . . . it should serve as a model for bringing a printed reference online.”
—Library Journal

One-month FREE TRIAL beginning 1 July 2014 (paid access begins 1 August 2014)

Simplified site license, no limitations on the number of simultaneous users, and UNLIMITED USAGE FOR LIFE OF EDITION*
The novels of the South African writer J. M. Coetzee won him global recognition and the Nobel Prize in Literature in 2003. His work offers substantial pedagogical richness and challenges. Coetzee treats such themes as race, aging, gender, animal rights, power, violence, colonial history and accountability, the silent or silenced other, sympathy, and forgiveness in an allusive and detached prose that avoids obvious answers or easy ethical reassurance.

Part 1 of this volume, “Materials,” identifies secondary materials, including multimedia and Internet resources, that will help instructors guide their students through the contextual and formal complexities of Coetzee’s fiction. In part 2, “Approaches,” essays discuss how to teach works that are sometimes suspicious of teachers and teaching. The essays aim to help instructors negotiate Coetzee’s ironies and allegories in his treatment of human relationships in a changing South Africa and of the shifting connections between human beings and the biosphere.

CONTRIBUTORS: David Attwell, Rita Barnard, Michael Bell, Louise Bethlehem, Carrol Clarkson, Stephen Clingman, Emily S. Davis, Gerald Gaylard, Johan Geertsema, Martina Ghosh-Schellhorn, Erik Grayson, Patrick Hayes, Kay Heath, Keith Leslie Johnson, Patricia Merivale, Shannon Payne, Robert Spencer, Andrew van der Vlies, Pieter Vermeulen, Wendy Woodward

“The sheer range of critical and pedagogical approaches canvased is little short of astonishing, and the ingenuity and effort that these teachers of Coetzee put into preparing their courses should be a source of real inspiration to their readers.” —Gareth Cornwell

Rhodes University, South Africa
Chaucer’s *Canterbury Tales* was the subject of the first volume in the Approaches to Teaching series, published in 1980. But in the past thirty years, Chaucer scholarship has evolved dramatically, teaching styles have changed, and new technologies have created extraordinary opportunities for studying Chaucer. This second edition of *Approaches to Teaching Chaucer’s Canterbury Tales* reflects the wide variety of contexts in which students encounter the poem and the diversity of perspectives and methods instructors bring to it. Perennial topics such as class, medieval marriage, genre, and tale order rub shoulders with considerations of violence, postcoloniality, masculinities, race, and food in the tales.

The first section, “Materials,” reviews available editions, scholarship, and audiovisual and electronic resources for studying *The Canterbury Tales*. In the second section, “Approaches,” thirty-six essays discuss strategies for teaching Chaucer’s language, for introducing theory in the classroom, for focusing on individual tales, and for using digital resources in the classroom. The multiplicity of approaches reflects the richness of Chaucer’s work and the continuing excitement of each new generation’s encounter with it.


“A worthy and needed successor to the 1980 edition, this volume charts in comprehensive fashion the goals that Chaucerians now have when they teach *The Canterbury Tales* and the methods they have devised to achieve them.”

—Warren Ginsberg
Knight Professor of Humanities, University of Oregon
One of the most important authors of the Middle Ages, Petrarch occupies a complex position: historically, he is a medieval author, but, philosophically, he heralds humanism and the Renaissance. Teachers of Petrarch’s _Canzoniere_ and his formative influence on the canon of Western European poetry face particular challenges. Petrarch’s poetic style brings together the classical tradition, Christianity, an exalted sense of poetic vocation, and an obsessive love for Laura during her life and after her death in ways that can seem at once very strange and—because of his style’s immense influence—very familiar to students. This volume aims to meet the varied needs of instructors, whether they teach Petrarch in Italian or in translation, in surveys or in specialized courses, by providing a wealth of pedagogical approaches to Petrarch and his legacy.

Part 1, “Materials,” reviews the extensive bibliography on Petrarch and Petrarchism, covering editions and translations of the _Canzoniere_, secondary works, and music and other audiovisual and electronic resources. Part 2, “Approaches,” opens with essays on teaching the _Canzoniere_ and continues with essays on teaching the Petrarchan tradition. Some contributors use the design and structure of the _Canzoniere_ as entryways into the work; others approach it through discussion of Petrarch’s literary influences and subject matter or through the context of medieval Christianity and culture. The essays on Petrarchism map the poet’s influence on the Italian lyric tradition as well as on other national literatures, including Spanish, French, English, and Russian.

“A solid and much-needed volume. There is a nice balance between established scholars and younger ones, as well as between essays that range over Petrarch’s entire career and those that focus on individual themes or poems.”

—Jane Tylus
New York University

There were no reviews of *Mansfield Park* when it first appeared in 1814. Austen’s reputation grew in the Victorian period, but it was only in the twentieth century that formal and sustained criticism began of this work, which addresses the controversies of its time more than Austen’s earlier novels did. Lionel Trilling praised *Mansfield Park* for exploring the difficult moral life of modernity; Edward Said brought postcolonial theory to the study of the novel; and twenty-first-century critics scrutinize these and other approaches to build on and go beyond them.

This volume is the third in the MLA Approaches series to deal with Austen’s work (*Pride and Prejudice* and *Emma* were the subject of the first and second volumes on Austen, respectively). It provides information about editions, film adaptations, and digital resources, and then nineteen essays discuss various aspects of *Mansfield Park*, including the slave trade, the theme of reading, elements of tragedy, gift theory, landscape design, moral improvement in the spirit of Samuel Johnson and of the Reformation, sibling relations, card playing, and interpretations of Fanny Price, the heroine, not as passive but as having some control.

"The scope is admirable, and the volume makes a valuable addition to Austen scholarship and pedagogy."

—Laura White
John E. Weaver Professor of English, University of Nebraska, Lincoln

**CONTRIBUTORS:** Regulus Allen, Inger Sigrun Bredkjaer Brodey, Pamela Bromberg, Julia Prewitt Brown, Laura Carroll, Monica F. Cohen, Laura Dabundo, Dorice Williams Elliott, Sarah Emsley, Susan Allen Ford, Penny Gay, Peter W. Graham, Lisa Kasmer, Deborah J. Knuth Klenck, Karyn Lehner, Paula Loscocco, Anne Mallory, Kay Souter, Lynn Voskuil
Primo Levi, Holocaust survivor and renowned memoirist, is one of the most widely read writers of post–World War II Italy. His works are characterized by the lean, dispassionate eloquence with which he approaches his experience of incarceration in Auschwitz. His memoirs—as well as his poetry and fiction and his many interviews—are often taught in several fields, including Jewish studies and Holocaust studies, comparative literature, and Italian language and literature, and can enrich the study of history, psychology, and philosophy.

The first part of this volume provides instructors with an overview of the available editions, anthologies, and translations of Levi’s work and identifies other useful classroom aids, such as films, music, and online resources. In the second part, contributors describe different approaches to teaching Levi’s work. Some, in presenting *Survival in Auschwitz*, *The Reawakening*, and *The Drowned and the Saved*, look at the place of style in Holocaust testimony and the reliability of memory in autobiography. Others focus on questions of translation, complicated by the untranslatable in the language and experiences of the concentration camps, or on how Levi incorporates his background as a chemist into his writing, most clearly in *The Periodic Table*.

“This volume fills a gap, and it is easy to say that it will become a standard reference for undergraduate courses on Levi and even for graduate students who want to begin their research on Levi.”

—Alessandro Carrera
University of Houston

**CONTRIBUTORS:** Jonathan Druker, Pietro Frassica, Massimo Giuliani, Nancy Harrowitz, Lina Insana, Massimo Lollini, Millicent Marcus, Gaetana Marrone, Letizia Modena, Elisabetta Properzi Nelsen, Risa Sodi
When Soviet censors approved Mikhail Bulgakov’s stage adaptation of *Don Quixote*, they were unaware that they were sanctioning a subtle but powerful criticism of Stalinist rule. The author, whose novel *The Master and Margarita* would eventually bring him world renown, achieved this sleight of hand through a deft interpretation of Cervantes’s knight. Bulgakov’s *Don Quixote* fits comfortably into the nineteenth-century Russian tradition of idealistic, troubled intellectuals, but Quixote’s quest becomes an allegory of the artist under the strictures of Stalin’s regime. Bulgakov did not live to see the play performed: it went into production in 1940, only months after his death.

The volume’s introduction provides background for Bulgakov’s adaptation and compares Bulgakov with Cervantes and the twentieth-century Russian work with the seventeenth-century Spanish work.

**Mikhail Bulgakov** (1891–1940) grew up and was educated in Kiev. He practiced medicine but soon turned to journalism and writing. He struggled persistently for artistic freedom but was frustrated by the Soviet censorship. “In the last seven years,” he wrote to a friend in 1937, “I have created sixteen works in various genres, and they have all been slain.”

“The volume has great merit and will be valuable in advanced Russian language classes, in Russian literature courses on Bulgakov, or in classes on Soviet culture or theater.”

—Rachel May
Syracuse University
Teaching Early Modern English Literature from the Archives

Heidi Brayman Hackel and Ian Frederick Moulton, eds.

The availability of digital editions of early modern works brings a wealth of exciting archival and primary source materials into the classroom. But electronic archives can be overwhelming and hard to use, for teachers and students alike, and digitization can distort or omit information about texts. Teaching Early Modern English Literature from the Archives places traditional and electronic archives in conversation, outlines practical methods for incorporating them into the undergraduate and graduate curriculum, and addresses the theoretical issues involved in studying them. The volume discusses a range of physical and virtual archives from 1473 to 1700 that are useful in the teaching of early modern literature—both major sources and rich collections that are less known (including affordable or free options for those with limited institutional resources).

Although the volume focuses on English literature and culture, essays discuss a wide range of comparative approaches involving Latin, French, Spanish, German, and early American texts and explain how to incorporate visual materials, ballads, domestic treatises, atlases, music, and historical documents into the teaching of literature.

CONTRIBUTORS: Jennifer Bowers, Sheila Cavanagh, Simone Chess, Angelica Duran, Joshua Eckhardt, Jeremy Ehrlich, Patrick M. Erben, Patricia Fumerton, Tassie Gniady, Peter C. Herman, W. Scott Howard, Janelle Jenstad, Peggy Keeran, Erin Kelly, Rebecca Laroche, Zachary Lesser, Shawn Martin, Kris McAbee, Laura McGrane, Irene Middleton, Joseph M. Ortiz, Katherine Rowe, Marjorie Rubright, Arnold Sanders, Gitanjali Shahani, Evelyn Tribble, Phillip John Usher, Sarah Werner, Heather Wolfe, Georgianna Ziegler

“The volume brilliantly combines the visionary and the pragmatic and is a gold mine of great ideas about how to engage students in the production of knowledge. It is a remarkably timely project.”

—Michael Schoenfeldt
University of Michigan, Ann Arbor
NEW TITLES

FORTHCOMING IN 2014–15

Approaches to Teaching Cervantes’s Don Quixote
SECOND EDITION
James A. Parr and Lisa Vollendorf, eds.

“The new edition reflects an updating of the critical scholarship on Don Quixote and introduces new ideas based on advances in media and on the interests of the twenty-first-century student. The breadth of imaginative approaches is truly valuable.”
—William H. Clamurro
Emporia State University

Approaches to Teaching the Works of Jack London
Kenneth K. Brandt and Jeanne Campbell Reesman, eds.

“This outstanding volume invites instructors to consider a much larger number of works than are generally assigned. It provides a solid grounding in the literary and historical context necessary for newcomers to London and fresh ideas for those who have taught the canonical texts before.”
—John Dudley
University of South Dakota
Approaches to Teaching Tolkien’s The Lord of the Rings and Other Works
Leslie A. Donovan, ed.

“This work fills a major need. It will give graduate students and experienced professors alike the confidence to teach Tolkien and the ability to construct a meaningful and challenging course.”
—Janet Brennan Croft
University of Oklahoma

Service Learning and Literary Studies in English
Laurie Grobman and Roberta Rosenberg, eds.

“This is a groundbreaking anthology of new research and practice in the engaged humanities. Readers will find a rich intellectual debate on strategies for growing the public humanities and for renewing the contribution of literary studies to higher education’s mission to strengthen democracy and imbue students with a thoughtful commitment to civic engagement.”
—Gregory Jay
University of Wisconsin, Milwaukee

Teaching Human Rights in Literary and Cultural Studies
Alexandra Schultheis Moore and Elizabeth Swanson Goldberg, eds.

“The time for human rights and literature has clearly come. In this field, Goldberg and Moore are among the most qualified to edit a volume for the MLA Options for Teaching series. The collection will help to expand thinking—and questions—about these interdisciplinary studies.”
—Domna Stanton
Graduate Center, City University of New York
Containing over one hundred volumes, this popular MLA series (ISSN 1059-1133) addresses a broad range of literary texts. Each volume surveys teaching aids and critical material and brings together essays in which experienced teachers discuss approaches they have found effective in keeping classroom discussions lively. Most volumes are available in cloth for $37.50 (short discount) and in paper for $19.75 (trade discount).
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עפגאנג [Opgang]
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Thérèse Kuoh-Moukoury
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*Mademoiselle Giraud, ma femme*  
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Marie Riccoboni
The Story of Ernestine
Joan Hinde Stewart and Philip Stewart, trans.

Histoire d’Ernestine
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Set in prerevolutionary France, The Story of Ernestine tells of the love between a naive apprentice painter and the marquis de Clemengis, a world-weary aristocrat.

An Anthology of Spanish American Modernismo
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Kelly Washbourne with Sergio Waisman, trans.

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François-Timoléon de Choisy, Marie-Jeanne L’Héritier, and Charles Perrault
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Steven F. Rendall, trans.

Histoire de la Marquise-Marquis de Banneville
Joan DeJean, ed.

In the introduction, Joan DeJean presents the fascinating puzzle of authorship of this gender-bending tale written in the late seventeenth century in France.
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<th>Author/Title</th>
<th>Translator/Ed.</th>
<th>Notes</th>
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<tr>
<td>Isabelle de Charrière</td>
<td>Emma Rooksby, trans.</td>
<td>Three women who have fled the French Revolution try to make new lives for themselves in Germany. Their experiences, difficulties, and choices illustrate the sentimental tradition, Enlightenment ideas, and epistolary fiction.</td>
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<td>Trois femmes</td>
<td>Emma Rooksby, ed.</td>
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<td>Emilia Pardo Bazán †</td>
<td>María Cristina Urruela, trans.</td>
<td>Noted for feminist themes, Pardo Bazán’s stories, written a century ago, explore many aspects of the relationships between men and women.</td>
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<td>“Torn Lace” and Other Stories</td>
<td>Joyce Tolliver, ed.</td>
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<td>Elsa Bernstein</td>
<td>Susanne Kord, trans.</td>
<td>In this naturalist drama, a woman eye surgeon treats the daughter of a man who is prejudiced against educated women. Her successful treatment wins the father’s affection for her, and they fall in love.</td>
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**Billing Address**
First-time customers must prepay.

- **NAME**
- **COMPANY**

**PLEASE CHECK ONE [if applicable]**
- Retailer
- Wholesaler
- Library jobber
- Library

- **ADDRESS**

- **CITY**

- **STATE**

- **ZIP**

- **TELEPHONE [for order clarification]**

- **PURCHASE ORDER NUMBER**

- **ACCOUNT NUMBER**

- **EXP. DATE**

- **SIGNATURE**

**Shipping Address**

- **NAME**

- **COMPANY**

- **ADDRESS**

- **CITY**

- **STATE**

- **ZIP**

- **TELEPHONE [for order clarification]**

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**Mail Orders**
Modern Language Association
Customer Services
26 Broadway, 3rd floor
New York, NY 10004-1789
Phone orders: 646 576-5161
Fax orders: 646 576-5160
www.mla.org