Professional Notes and Comment

Although the items printed in this section are meant to serve the professional interests of the membership, the editor does not solicit the items and cannot vouch for their reliability. Members should exercise reasonable judgment in responding to them. Contributors may send items to Professional Notes and Comment, *PMLA*, Modern Language Association, 26 Broadway, 3rd floor, New York, NY 10004–1789 (fax: 646 458–0030; pnc@mla.org).

PHILIP PULLMAN. Submissions are invited for a collection of essays on *His Dark Materials*, Philip Pullman's fantasy trilogy (*Northern Lights* / *The Golden Compass*, *The Subtle Knife*, *The Amber Spyglass*). In addition to literary, historical-critical approaches, perspectives from other disciplines are desired: these might explore the ideas Pullman draws from theology, linguistics, quantum physics, and media theory. Particularly encouraged are explorations of topics such as the influence of popular culture (comics and movies), music (especially opera), digital and Web-based formats (metanarratives in cyberspace, the e-text versions), daemons as a literary device, double coding (dual adult-child audience), and ecological implications. Send 2-page abstracts along with brief vitae by 31 July 2002 to Millicent Lenz, School of Information Science and Policy, Univ. at Albany, State Univ. of New York, 135 Western Ave., Albany, NY 12222. Include e-mail address for acknowledgment. Send abstracts by regular mail or by fax (518 442–5367); no e-mail submissions. The deadline for completed 6,000-word essays (in MLA format, with parenthetical citations and a works-cited list) is 1 November 2002.

JOSEPH CONRAD. Unpublished essays are sought for a forthcoming critical volume, *Conrad in the Twenty-First Century: Contemporary Approaches and Perspectives*. The volume is intended to address, from a maximally diverse array of critical and cultural perspectives, why it is meaningful and productive to read Conrad now: what special light his writings shed on contemporary social, political, and aesthetic issues; what bodies of thought, theoretical or historical, stand to be furthered by the contemplation of Conrad; what Conrad, to different people in different parts of the world, currently means; and how Conrad might be considered "of" the twenty-first century as a matter of aesthetic, analytic, and ideological sensibility. Welcome are essays on any aspect of Conrad's writings and from any number of contemporary critical perspectives: postcolonial, Marxist, historicist, feminist, gender studies, queer theory, rhetorical-linguistic, psychoanalytic, philosophical, cognitive science, and so forth. Also of interest are explorations of Conrad's contemporary significance outside the above methodological categories: for instance, in the practice of writing literature or making film or in the active political experiences of a national, social, or ethnic group to whom Conrad has been of enabling significance. Daring and imaginative lines of inquiry are encouraged in a volume whose ultimate purpose is not merely to place Conrad in the twenty-first century but also to use Conrad to place it. Direct inquiries or 1-page proposals by 1 October 2002 to Carola Kaplan (cmkaplan@csupomona.edu), Peter Mallios (pm178@

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umail.umd.edu), or Andrea White (awhite305@hotmail.com). Full essays will be due 1 February 2003.

ADVANCED FOREIGN LANGUAGE LEARNING. Papers are sought for the 2003 volume of the American Association of University Supervisors and Coordinators, on Issues in Language Program Direction. Entitled *Advanced Foreign Language Learning: A Challenge to College Programs*, the collection explores the possibilities of and challenges to collegiate foreign language departments as they support advanced L2 learning. Central to the volume is the notion that fostering advanced language learning requires program-wide thinking that spans the typical four-year undergraduate program and the possibility of continuation in graduate education. Because of their expertise in the field and their investment in programmatic issues, supervisors and coordinators can and should be pivotal in this discussion. An investigation into advanced language acquisition raises important questions about possible limitations placed on advanced language learning by the structural and content bifurcation in collegiate foreign language departments and by prevailing characterizations of the advanced learner. Specifically, addressing advanced language instruction entails linking content and language learning and the consequences of that linkage, in terms of structures, courses, materials, and pedagogies. The editors of this volume wish to foster an explicit focus on these and related issues. Topics that might be addressed include the curriculum, as contrasted with a series of courses or as two separate and unequal portions (e.g., the language program, the content courses), as a way of enhancing balanced interlanguage development toward advanced abilities over the four years of study; quality criteria for language teaching in the post-methods condition that recognizes that foreign language learning is a staged long-range process, which must have, at the least, a conceptual trajectory toward advanced abilities if it is to achieve them; fostering the existing capacities of heritage speakers; the quality of study-abroad programs and their relation to campus programs; the increasingly frequent shift between instructed and naturalistic foreign language learning (e.g., through internships, engagement with diverse communities that use the language, the world of work); a program's need to "assure" that its graduates can handle the sophisticated language use that characterizes academic work in graduate departments; a reconsideration of what is involved in language acquisition in academic settings, as contrasted with proprietary and professional settings. Write or call the editors with expressions of interest and questions about the volume: Heidi Byrnes (byrnesh@georgetown.edu) and Hiram Maxim (hhm2@georgetown.edu), German Dept., Georgetown Univ., Washington, DC 20057 (202 687-6051; fax: 202 687-7568). The submission deadline for papers (4 copies) is 1 September 2002. See the style sheet (Modified Chicago B) in recent issues of the AAUSC series.

SECULAR AUTHORS AND BIBLICAL PERSPECTIVES. Contributors are sought for *From around the Globe: Secular Authors and Biblical Perspectives*, a collection of critical essays on secular or religious writers of fiction, poetry, prose, or drama from around the globe. Of interest are critical examinations of literature from the East and West, the North and South. Essays could discuss authors' allusions or direct references to the Bible. Biblical tales, characters, parables, lessons, poetry, prose, dramatic elements, themes, issues, ideology; ancient practices; the relation between the Bible and world literature; and authors' use—or misuse—of the Bible are among the topics to be considered. Contributions may include traditional or appropriate contemporary critical practices and need not be limited to single authors or texts or to the canon. Submit inquiries, expressions of interest, and 250-word proposals in MLA style by post or by e-mail (in RTF or the format of *WordPerfect* or *Microsoft Word*) by 28 June 2002 to Seodial Deena, East Carolina Univ., Dept. of English, 2201 General Class Bldg., Greenville, NC, 27858, and Karoline Szatek, 63 Cottage St., Fairhaven, MA 02719 (kszatek@hotmail.com).

THE FEMALE EPIC. Contributions are sought for an essay collection on the female epic. The aim of the anthology is to open up a new field of feminist literary and cultural inquiry and to outline a canon of female epics. The epic genre may be the last bastion of purely male literary privilege to be claimed by female writers, and the planned collection strives to document this struggle and to analyze its outcomes. Essays should assess a woman's text (or several texts by a given female author) written after the sixteenth century from the perspective of epic form, ideology, content, and intention. Texts and authors under discussion should either reveal a self-declared epic ambition or, if that ambition remained implicit, be genuinely responsive to an epic reading. Although the focus is on literature in English, consideration will be given to treatments of female epics from other literatures. Submissions may be based on the following approaches: literary history, genre theory, women's studies, and interdisciplinary methods. A core of essays has already been assembled for the volume, and a reputable university press has agreed to evaluate the project. The editor now seeks to add more chapters to the book. Send abstracts or whole essays (up to 8,000 words in length) electronically by 15 June 2002 to B. Schweizer (schweizerb@yahoo.com).

LITERATURE AND THE WRITER. Original essays are sought for a new volume tentatively entitled *Literature and the Writer* in Rodopi Press's series Perspectives in Modern Literature. Works selected for analysis should discuss the writing process as developed in a fictional work or examine major characters in fiction who are

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authors. Discussion should focus on the dilemmas faced by writers in general, and essays should demonstrate the difficulties and rewards experienced by the authorial persona as they are examined in selected works. All works must be from twentieth-century fiction and can include short stories and poetry as well as novels. Send proposals and inquiries by 1 July 2002 to the editor, Michael J. Meyer, 1712 North Normandy, Chicago, IL 60707-3924 (asia43@hotmail.com). Finished essays will be expected by 1 January 2003, and publication will occur in early 2004.

LITERATURE AND THE LAW. Original essays are sought for a new volume tentatively entitled Literature and the Law in Rodopi Press's series Perspectives in Modern Literature. Works selected for analysis should discuss the justice system as developed in a fictional work or examine major characters in fiction who function as lawyers, judges, or law enforcement officers. Discussion should focus on the dilemmas various elements of the legal system face in maintaining equality for all or on the author's portrayal (stereotypical or otherwise) of individuals in the system and the challenges they face. It is also permissible to compare portrayals in an authorial canon or between individuals dealing with the same theme. All works must have been written in the twentieth or twenty-first century and can include short stories and poetry as well as novels. Send proposals and inquiries by 1 July 2002 to the editor, Michael J. Meyer, 1712 North Normandy, Chicago, IL 60707-3924 (asia43@hotmail.com). Finished essays will be expected by 1 January 2003, and publication will occur in early 2004.

ALLY McBEAL. Contributions are sought for a collection of essays that critique the television show *Ally McBeal*. Essays should focus on issues of gender, race, sexuality, class, psychology, or sociology. This critical anthology seeks to explore the pop-culture television series through various approaches as well as the impact the program has had on social, cultural, and literary trends and traditions. Send 2-page abstracts by 15 June 2002 to either Elwood Watson, Dept. of History, East Tennessee State Univ., PO Box 70294, Johnson City, TN 37614-1701 (423 439-4096; watsone@etsu.edu), or David Payson, Dept. of Communication, Keene State Coll., 229 Main St., Mail Stop 1402, Keene, NH 03435 (603 358-2733; dpayson@keene.edu).

WILLIAM JAMES SOCIETY. The William James Society is a nonprofit, multidisciplinary professional organization dedicated to the study of, and communication about, the life and work of the philosopher-psychologist William James (1842–1910) and his ongoing influence. In addition to collegial membership and conference sessions in conjunction with the APA, the MLA, and other professional organizations, the society publishes a newsletter, the *Streams of William James*, with peer-reviewed scholarly articles, insightful musings, news, and announcements. An annual peer-reviewed journal, *Essays and Proceedings*, is planned for 2003 and is to include presidential addresses, conference papers, and scholarly submissions. For membership and other information, visit the society's Web site (http://www.pragmatism.org/societies/william_james.htm), or write to D. Micah Hester, Secretary-Treasurer, William James Soc., Mercer Univ. School of Medicine, 1550 College St., Macon, GA 31207-0001.

GEORGE ELIOT PRIZE. The George Eliot Fellowship awards an annual prize, of £250, for an unpublished paper on George Eliot's life or work. The next winning essay will be published in the 2003 *George Eliot Review*, and the author will also receive two years' honorary membership in the fellowship. Send two copies of submissions (no more than 3,000 words in length and typed or printed double-spaced on one side only of A4 paper with margins of 3.5 cm) by 12 December 2002 to Chairman, George Eliot Fellowship, 71 Stepping Stones Road, Coventry, Warwickshire CV5 8JT, England. The winner will be announced on 31 March 2003. Entries will be returned only if accompanied by a large stamped, addressed envelope.

EARLY MODERN CULTURAL STUDIES AWARD. The Group for Early Modern Cultural Studies and the *Journal for Early Modern Cultural Studies* have created the J. Douglas Canfield Award for Postgraduate Scholarship to recognize excellence in scholarly writing at the postgraduate level. The award includes a $250 cash prize and publication of the winning essay in the *Journal for Early Modern Cultural Studies*. To be eligible for the award, candidates must be enrolled in a program of postgraduate study and must submit a full-length scholarly essay (5,000–25,000 words in length) that will be used as the basis for a presentation at the annual meeting of the Group for Early Modern Cultural Studies. The full manuscript of any essay competing for the award must be submitted for evaluation by 15 August 2002. Manuscripts should not identify the author except on an accompanying title page, and they should be mailed to the Editor, JEMCS, Dept. of English, Florida State Univ., Tallahassee 32306. For full information concerning the 2002 meeting of GEMCS, to be held in Tampa, Florida, on 14–17 November, visit the group's Web site (http://www.english.fsu.edu/gemcs).

JOSEPH CONRAD AWARD. The Joseph Conrad Society of America presents an annual award to an outstanding graduate student who is writing a dissertation on Conrad or to a recent PhD recipient who has been teaching for no more than three years and is doing research on Conrad. The award consists of $100, one year's membership in the society, and a complimentary invitation to the annual dinner held during the MLA convention. A letter of recommendation, the nominee's vita, and two copies of an example of his or her scholarly writing (not to exceed 9,000 words) should be sent

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by 1 October 2002 to Jean M. Szczypien, President, Joseph Conrad Soc. of America, 175 MacDougal St., New York, NY 10011. Entries will be returned only if accompanied by a large self-addressed, stamped envelope.

JOSEPH CONRAD PRIZE WINNER. The Joseph Conrad Society of America awarded the 2001 Ian P. Watt Prize for Excellence in Conrad Scholarship to Zdzisław Najder. The generosity of Ruth Watt made this award possible. The presentation will be made in August 2002 at the International Conrad Conference in Vancouver. Nominations for the 2002 award should be sent by 1 October 2002 to Jean M. Szczypien, President, Joseph Conrad Soc. of America, 175 MacDougal St., New York, NY 10011.

CCL AWARD WINNERS. At the Conference on Christianity and Literature luncheon held during the 2001 MLA convention, Ramie Targoff (Brandeis Univ.) was honored as the winner of CCL's Book of the Year Award for *Common Prayer: The Language of Public Devotion in Early Modern England* (U of Chicago P, 2001). Emily Griesinger (Azusa Pacific Univ.) received the Lionel Basney Award for the best unsolicited article in volume 50 of *Christianity and Literature*, "Why Baby Suggs, Holy, Quit Preaching the Word: Redemption and Holiness in Toni Morrison's *Beloved*." Griesinger was presented with a certificate and a $300 check. For a complimentary copy of the journal, write to the editor, Robert Snyder (rsnyder@westga.edu).

Journal Notes

➸ The *Brecht Yearbook* invites submissions for volume 28 (2003) on any aspect of Brecht scholarship, broadly defined. The yearbook particularly encourages articles on the politics of theater and the politics of literature in the twentieth and twenty-first centuries, in national and international contexts. Articles do not need to be related exclusively to Brecht, but they should reflect Brecht's broad interests in theater, literature, politics, and theory. Welcome are submissions that seek to locate theater and literature in the changing global context or that seek to explore concepts like *Verfremdung*/defamiliarization and political commitment from the perspective of a world in which neither the Berlin Wall nor the Soviet Union exists. Submissions should be sent to Stephen Brockmann, Editor, *Brecht Yearbook*, Dept. of Modern Languages, Baker Hall 160, Carnegie Mellon Univ., Pittsburgh, PA 15213 (smb@andrew.cmu.edu).

➸ *Comparative Literature Studies* invites submissions for the following upcoming special issues. *Intra-national Comparisons* (guest eds., Debra Ann Castillo, Françoise Lionnet, and Paul Michael Lutzeler): How can comparative methodology, which originated as cross-border mappings of literary relations, help us understand the valences of "minor" literatures in the contexts of their dominant national cultures? Submissions by 31 August 2002; issue to appear spring 2003. *Comparative Cultural Studies* (guest ed., Michael Bérubé): To what extent can the methods of cultural studies be integrated into comparative literature? In what way can comparison contribute to the analysis of cultural production? Submissions by 31 December 2002; issue to appear summer 2003. *Globalization and World Literature* (guest eds., Simon Gikandi and Djelal Kadir): What roles have travel, trade, cultural contact, exploration, colonization, and imperialism played in the mutual conditioning and influence of the literatures of the world by and on each other? Submissions by 30 March 2003; issue to appear winter 2004. *Cybernetic Readings* (guest ed., N. Katherine Hayles): How have informatics and artificial intelligence expressed themselves in the themes and structures of, and in readers' interaction with, literatures around the globe? Submissions by 31 August 2003; issue to appear summer 2004. The journal encourages submissions that respond to these questions with comparative analyses of study examples drawn from any period, language, and culture. Sophisticated theoretical analyses of broad application will also be considered. All manuscripts and inquiries should be submitted to the editorial address (authors should indicate the special issue they would like to be considered for): *Comparative Literature Studies*, Dept. of Comparative Literature, 311 Burrowes Bldg., Pennsylvania State Univ., University Park 16802 (cl-studies@psu.edu).

➸ The *Edinburgh Journal of Gadda Studies*, an online yearly publication, invites contributions for its next issue, planned for November 2002. The deadline for submissions is 30 June 2002. Submissions should be sent to the journal's editor, Federica G. Pedriali, School of Modern European Languages and Cultures, David Hume Tower, Univ. of Edinburgh, George Sq., Edinburgh EH8 9JX, Scotland (gadda@mac.com; http://www.arts.ed.ac.uk/gadda/).

➸ *Evelyn Waugh Newsletter and Studies* returns to publication in 2002, the year before the centenary of Waugh's birth. Notes, essays, and news about Waugh may be submitted by mail or e-mail to John H. Wilson, Dept. of English, Lock Haven, Univ., Lock Haven, PA 17745 (jwilson3@lhup.edu). The newsletter is available online at http://www.lhup.edu/~jwilson3.

➸ The *French Interdisciplinary*, a new graduate journal for French and interdisciplinary studies, seeks submissions for upcoming issues. Papers should address some aspect of French or francophone study, including topics in literature, performance and fine arts, critical theory, film, philosophy, psychology, gender and queer studies, science, and medicine. The journal accepts submissions on a rolling basis, publishing issues in February and October. Send two copies of articles (approx. 3,500–5,000 words in length, typed, double-spaced, and containing parenthetical or internal citations throughout and a works-cited page in accordance with *The Chicago Manual*

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Shifting Contexts

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of Style [14th ed.]) along with a cover letter bearing the author's name, the paper title, and a summary of the text to the *French Interdisciplinary*, Dept. of French, Graduate Center, City Univ. of New York, 365 5th Ave., New York, NY 10016. Submission is limited to graduate or doctoral students who have not yet completed the doctoral dissertation. Articles in English or French are welcome. Send inquiries to Dana Milstein (danamilstein@nyc.rr.com).

➸ The editorial board of the *Journal of the Association for Research on Mothering* (ARM) seeks submissions for issue 5.1, to be published in spring–summer 2003. The issue will explore the subject Mothering, Popular Culture, and the Arts from a variety of perspectives and disciplines. Welcome are submissions from students, activists, scholars, artists, and others who research in this area, as well as creative reflections such as poetry, short stories, and artwork on the subject. ARM has books in need of reviews. If you want to review one or know of a recent publication that might be reviewed, write to Cheryl Dobinson at cjdobins@yorku.ca. Book reviews are to be no more than 2 pages (500 words) in length; articles should be 15 pages (3,750 words). All should be in MLA style, in the format of *WordPerfect* or *Microsoft Word*, and IBM-compatible. For more information, write or call ARM, 726 Atkinson Coll., York Univ., 4700 Keele St., Toronto, ON M3J 1P3, Canada (416 736-2100, ext. 60366; arm@yorku.ca; http://www.yorku.ca/crm). Submissions must be received by 1 November 2002. To submit work, one must be a member of ARM by 1 November 2002.

➸ *Lit: Literature Interpretation Theory* seeks essays for an upcoming special issue on Nineteenth-Century British Literary Realism. Welcome are essays that offer fresh analyses of works by authors arguably working in the tradition of literary realism. Of especial interest are essays that relate to theoretical considerations of realism as a mode of representation. Intersecting concerns might include class, gender, economics, and history. Dickens, Gaskell, Eliot, and Gissing are just a few of the authors worthy of attention; analyses of lesser-known novelists or examinations of British realism in the context of writers abroad are encouraged. Because *Lit* addresses a general literate audience, the editor encourages essays unburdened by excessive theoretical jargon. Send three copies of submissions (5,000–10,000 words in length and using MLA citation style), or one copy if you are outside the United States and Canada, along with a 100-word abstract by 1 September 2002 to Regina Barreca, Editor, *Lit: Literature Interpretation Theory*, Dept. of English, 215 Glenbrook Road, Box 4025, Univ. of Connecticut, Storrs 06269-4025 (http://www.sp.uconn.edu/~litjourn).

➸ *Modern Fiction Studies* invites submissions for a special issue, *Fictions of the (Trans)American Imaginary*, part of the ongoing project to reimagine the central narrative tropes of American literary history. The guest editors, Paula Moya and Ramón Saldívar, welcome essays that discuss modern American fiction in relation to pivotal moments in the history of the United States as it belongs to the Americas. The purpose is to make visible the centrality of Latinidad to the fictional discourses that continue to shape the American national imaginary. Of particular interest are essays that discuss modern American fiction in relation to the legacies of historical tropes ranging from the Monroe Doctrine of 1823 to the "war against drugs" in the 1990s. Essays may focus on texts by authors as diverse as Ernest Hemingway, Helena Maria Viramontes, William Faulkner, Americo Paredes, Cormac McCarthy, Maria Amparo Ruiz'de Burton, Christina Garcia, Rosario Ferré, Junot, and Don DeLillo. Send two copies of essays (20–30 pp. in length and conforming to the *MLA Style Manual*) along with an IBM-compatible disk (*Microsoft Word* preferred) by 1 September 2002 to Editors, *Modern Fiction Studies*, Dept. of English, Heavilon Hall, West Lafayette, IN 47907-1389.

➸ The *Monographic Review / Revista monográfica* invites submissions on the theme Permutations of Sin in Hispanic Literature. Among the most telling barometers of cultural and political change are the metamorphosing concepts of transgression and retribution, concepts shaping societal values and codes and reflected in literature. Notions of what constitutes the sinful have evolved radically, and certain attitudes condemned in past centuries (e.g., disobedience, rebelliousness) came with Romanticism to be seen as potentially positive or heroic. For the medieval mind, as for theologians at certain moments, sins of the spirit (pride, anger, envy, etc.) were more grievous than sins of the flesh, and temporary weakening of one's faith might merit as much condemnation as murder or carnal indulgence. Theologically, the most serious sin of Tirso's Don Juan was not his string of seductions and murders but his *Tan largo me lo fiáis*; he challenged the divinity by pretending to know the hour of his death and refusing to consider his mortality. Various forms of heresy and apostasy, added across centuries to the failure to keep the commandments, became matters of life and death after the establishment of the Inquisition, as definitions of sin were based more often on dogma than on scripture. Hispanists may recall Fray Luis's imprisonment by the Inquisition for his biblical translations, Unamuno's excommunication for questioning and doubt, or the puritanical suppression of eroticism in Francoist Spain. Gender variations in legal and moral codes add complexity to the panorama. Martín Gaite's *Macanaz: Otro paciente de la Inquisición* and Jiménez Lozano's *El sambenito* illustrate the variety of cultural activities that could lead to incarceration by the Inquisition: reading imported books, attending or participating in theatrical productions, owning mythological or other "worldly" paintings, having gourmet tastes in

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✒ *Symbiosis: A Journal of Anglo-American Literary Relations* invites papers on all aspects of literary and cultural exchange between the British Isles and the Americas. A cumulative index, submission details, and current reviews can be accessed at http://symbiosisonline.org.uk.

✒ *Symplokē*, a journal of comparative theory and literature, seeks submissions for its special issue *Theory Trouble* (11.1). Welcome are contributions discussing the current and future status of theory in the humanities. Is theory in trouble? What are the sources of this trouble? What is left of theory? Has theory lost its relevancy and critical edge? Has it lost the self-identity that it once had? How important is it for theory to ask self-reflexive questions about what it is and does? Is self-reflexivity linked to relevancy? Send manuscripts by 15 August 2002 to the editor, Jeffrey R. Di Leo, *Symplokē*, Dept. of English (MC 162), Univ. of Illinois, 601 South Morgan St., Chicago 60607-7120 (fax: 312 413-1005). See http://www.symploke.org for submission details; write to editor@symploke.org with inquiries, and comments.

Minutes of the MLA Delegate Assembly

The Delegate Assembly met on 29 December 2001 at the Sheraton New Orleans Hotel. First Vice President Stephen Greenblatt presided. The assembly was called to order at 1:07 p.m. The chair made some preliminary announcements about the conduct of the meeting, called for a demonstration of the electronic voting system to be used during the meeting, and announced the quorum for the meeting, which was 60 delegates, because 119 delegates had signed in for the meeting at the beginning. [Note: Of the 262 delegates, 160 (61%) attended all or part of the meeting (see the list that follows for the names of the delegates in attendance).]

1. On behalf of the Delegate Assembly Organizing Committee (DAOC), Steven Mailloux moved the adoption of the agenda that had been sent to assembly members. The motion occasioned no discussion and no objections. The chair therefore declared the agenda adopted by unanimous consent.

Mailloux then offered a motion on behalf of the DAOC that the rules presented to the assembly be adopted. Since the motion occasioned neither discussion nor objections, the chair declared the rules adopted by unanimous consent.

Again on behalf of the DAOC, Mailloux moved that the assembly approve the minutes of the 2000 meeting as printed in the May 2001 issue of *PMLA*. The chair asked if there were any corrections. Since no corrections were offered, the chair declared the minutes approved as published.

2. The assembly elected two of its members, Mary Burgan (English, Amer. Assn. of Univ. Professors) and Roberta Krueger (French, Hamilton Coll.), to the Delegate Assembly Organizing Committee for three-year terms (2002–04). In the election of a delegate to serve on the Executive Council, Michael Bérubé (English, Penn State Univ., University Park) was elected for a four-year term (2002–05). Voting from a slate of nominees selected by the 2001 officers of the association, the assembly elected Sander L. Gilman (German, Univ. of Illinois, Chicago), Abiola Irele (French, Ohio State Univ., Columbus), and Fedwa Malti-Douglas (comparative literature, Indiana Univ., Bloomington) to the Nominating Committee for two-year terms (2002–03). Voting from a slate of nominees selected by the DAOC, the assembly elected the following persons to the Elections Committee for two-year terms (2002–03): Glenn Ehrstine (Univ. of Iowa), Trudier Harris-Lopez (Univ. of North Carolina, Chapel Hill), Bonnie Roos (Univ. of Oregon), and Asha Varadharajan (Queen's Univ.).

The assembly also elected Malcolm Bowie and Ayyappa Paniker to honorary membership in the association. Elected honorary fellows were José Saramago, Pramoedya Ananta Toer, and Charles Tomlinson.

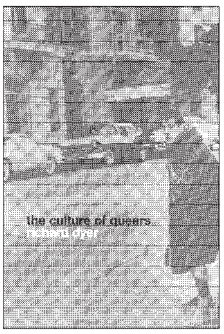
3. The assembly received the DAOC's annual report. The chair called on Nora Alter, chair of the DAOC, to answer questions on the report. There were none.

4. The assembly received the report of the Committee on Amendments to the Constitution, which required action. The report consisted in the amendment to the constitution that was published in the September 2001 (Directory) issue of *PMLA* (824–25). The chair recognized the DAOC chair, Nora Alter, who presented the report for the assembly's consideration. The amendment limited the number of representatives from each of three membership groups (regular members, student members, and life members) who could serve on the Executive Council at the same time. It read as follows (proposed new wording appears in boldface):

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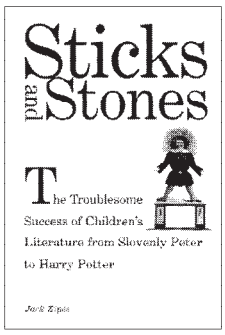
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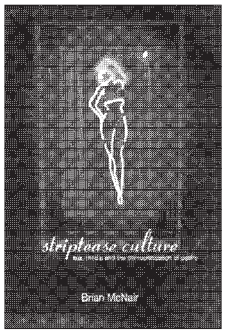


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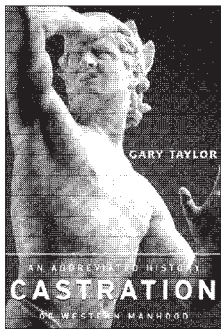
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Amendment (to article 8: Executive Council—Composition and Election)

The Executive Council shall be composed of twelve at-large members and two members from the Delegate Assembly. **In accordance with the provisions of article 8.A.5**, at all times there shall be on the Executive Council representation from the three groups of dues-paying MLA members established by the constitution: regular members, student members, and life members. A council member's category of membership at the time of election shall stand throughout that council member's term of office. All members of the Executive Council must retain membership in the association during their terms of office.

A. Each year three at-large members of the Executive Council shall be elected for four-year terms according to the following procedure:

[1.–4.]

5. The three candidates receiving the most votes shall serve on the council for the ensuing four years, but the at-large membership of the council must include at least one representative, and no more than six, from each of the following fields: English, French, German, Spanish, and other (e.g., other languages and literatures, comparative literature, folklore, linguistics). **It shall also include at least one representative, but no more than eight, from each of the eligible membership levels (i.e., regular, graduate student, and life), except that the number of regular members on the council shall always be in proportion to the regular membership of the association. To determine this proportion, the Nominating Committee shall reexamine the proportion of regular members in the membership every three years.** If the balloting would lead to overrepresentation or underrepresentation, the choice shall pass to the person who receives the most votes among the candidates whose election would not result in such disproportion.

The chair stated the question on the adoption of the proposed amendment, noted that the assembly could debate the proposed amendment but not amend it from the floor, and opened the floor for discussion. Since there was no discussion, the amendment came to an immediate vote. The assembly approved the amendment by a vote of 107 yes and 7 no.

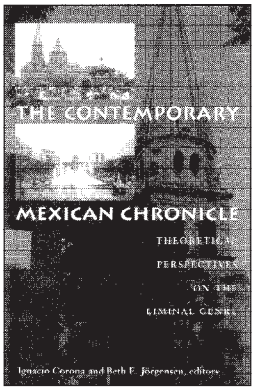
5. The assembly also received the report of the Executive Council, which dealt with three items: the reasons for the council's decision not to forward to the membership the constitutional amendment calling for representation by people of color on the council, which the 2000 Delegate Assembly had approved; the council's decision not to implement assembly motion 2000-1, which called for the establishment of staffing ratios, but to pursue an alternative approach to staffing issues; and the council's request for clarification of assembly motion 2000-7, which called for the MLA to work with academic labor organizations to develop a policy "aimed at eradicating the logic of replacement in the exploitation of graduate student labor and guaranteeing the right of graduate-employee faculty to continuing employment in higher education upon receipt of the doctoral degree." Rosemarie Scullion of the DAOC presented the report for the assembly's consideration. She noted that the assembly would be discussing staffing issues in conjunction with the next report on the assembly's agenda, from the Ad Hoc Delegate Assembly Committee on Staffing Issues, and so only needed to consider the other two parts of the council's report. She further noted that, though there was no motion pending, a member of the assembly wished to speak about the constitutional amendment that was not forwarded to the membership. Scullion therefore asked the assembly to allow the member to speak.

The chair asked if there was any objection to granting the member's request to speak. Since there was no objection, the chair recognized Jacqueline Goldsby, who presented a statement prepared by the Committee on the Literatures of People of Color in the United States and Canada, whose 1999 motion had led to the formulation of the amendment. In its statement, the committee described the status quo for scholars of color in the MLA's fields, citing statistics showing that few scholars of color earn doctorates and that those who do, especially women of color, face limited opportunities first for tenure-track employment and then for advancement through the professional ranks. While the committee understood the reasons for the withdrawal of the amendment, it called on the association to find other ways to increase the racial diversity of the Executive Council and emphasized the broader need to develop systemic, institutional initiatives to counteract the structural inequities in higher education that support an unacceptable status quo.

Since no other speakers wished to comment on the constitutional amendment, Scullion turned to the last item in the council's report and moved that the assembly discuss motion 2000-7 for fifteen minutes. The assembly approved Scullion's motion by a vote of 82 yes and 30 no, and the chair opened motion 2000-7 to debate for fifteen minutes. Cary Nelson, one of the proposers of motion 2000-7, explained that the proposers' intent was to address the situation of graduate students, who are exploited as teachers during their student years and are abandoned once they receive their doctorates if they cannot find adequate teaching positions. The task force that the motion called for would think through the structural inequities of the employment system and find ways to encourage a deeper professional commitment to some kind of sustained employment for those who enter graduate school. He agreed that the motion needed to be reworked and brought back to the assembly in a

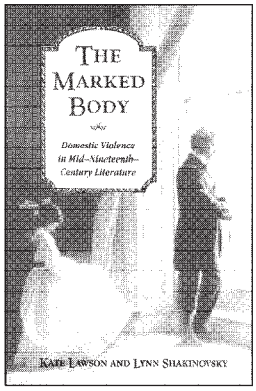
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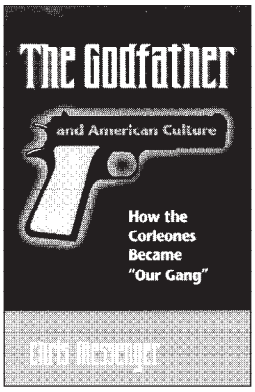
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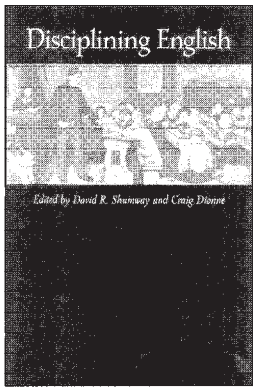
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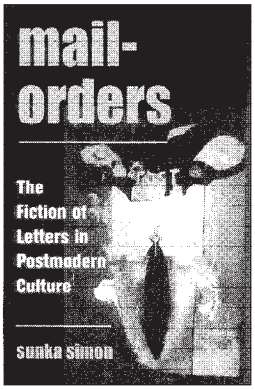
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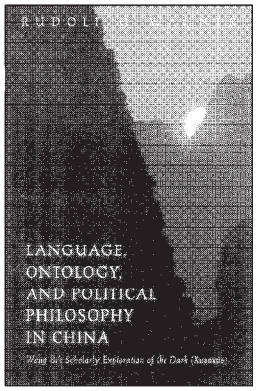
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more comprehensive and clear form. In response to a question, the chair explained that the assembly could attempt to clarify the language of motion 2000–7 from the floor or allow the proposers to bring forward a new motion in 2002. One subsequent speaker did not wish to delay action and suggested that the assembly clarify the motion so that a task force could be convened. Others offered comments intended to be useful to the proposers as they reformulated the motion: that the situation of graduate students be considered in the broader context of issues like the availability of support for graduate students and the underfunding of programs, that the potential negative consequences of a policy of continuing employment be explored, and that the proposed task force include not just academic labor organizations but academic organizations that have addressed these issues (e.g., Conference on College Composition and Communication, Council of Writing Program Administrators). At the conclusion of the discussion, the chair asked the assembly to turn to the next agenda item.

6. The assembly also received the report of the Ad Hoc Delegate Assembly Committee on Staffing Issues. DAOC member Rosemarie Scullion, who had served on the ad hoc committee, presented the report to the assembly. The Executive Council had charged the ad hoc committee with reporting on measures that would address the problems created by the loss of tenure-track positions in the MLA's fields and by the accompanying increase in the use of part-time and adjunct faculty members but that would not establish a minimum staffing ratio, as assembly motion 2000–1 had proposed. The committee developed two proposals, which the assembly was asked to consider. In its first proposal, the committee recommended using average percentages of course sections taught by full- and part-time faculty members in various kinds of English and foreign language departments, as reported in the MLA's fall 1999 staffing survey, as a measure of the quality of undergraduate programs and calling public attention to this measure. Departments could be characterized as above average or below average in their staffing practices. In its second proposal, which addressed the issue of the per-course compensation that part-time and adjunct faculty members receive, the committee recommended a salary range of $5,000 to $7,000 per course, with fringe benefits and cost-of-living increases, as the reasonable minimum compensation.

Scullion suggested that the assembly consider the committee's two proposals separately and moved first that the assembly endorse the committee's proposal to use the average percentages of course sections taught by full- and part-time faculty members reported in the MLA survey to call public attention to departments' staffing practices. The chair stated the question and opened the floor for discussion, which focused on the reasons for the committee's shift from establishing set staffing ratios to using average percentages. Committee members explained that the shift represented a compromise that all agreed had produced a more practicable approach based on concrete information from the MLA survey. This approach was preferable because it did not occasion the objection that had been raised against the staffing-ratio proposal—that some departments and programs would be harmed by the establishment of staffing ratios. Publicizing the average percentages would allow many departments to describe themselves positively, as above average, and would give others a basis for negotiating increased full-time hiring with campus administrators. The discrepancy between the average percentages of course sections taught by full-time faculty members (45.7% in doctorate-granting departments, 62.1% in master's-granting departments, 71.6% in bachelor's-granting departments, 52.7% in associate's-granting departments, and 56.1% in departments that grant no degree) and the average percentages of course sections taught by full-time tenured and tenure-track faculty members (29.3% in doctorate-granting departments, 43.7% in master's-granting departments, 54.5% in bachelor's-granting departments, 41.6% in associate's-granting departments, and 39.0% in departments that grant no degree) could also be used to call attention to the issue of academic freedom and the protections of tenure. One speaker thought that the committee's approach would not have the desired effect of encouraging full-time hiring since the reported average percentages of course sections taught by full-time tenured and tenure-track faculty members were so low that departments that would fall far below the staffing ratio proposed in motion 2000–1 could easily be designated above average with respect to the staffing percentages in the committee's report. Others encouraged support for the committee's recommendation and noted the usefulness of the data the committee wished to publicize. At the end of the discussion, the chair stated the question on the ad hoc committee's first proposal and asked delegates to record their votes. The assembly approved the motion to endorse the committee's first proposal by a vote of 129 yes and 15 no.

The chair then stated the question on the committee's second proposal, on per-course compensation for part-time faculty members, and opened the floor for discussion. Scullion called attention to the paragraph in the committee's report that contained the proposal:

> In addition, the committee discussed at length a possible recommendation regarding the minimum per-course compensation for a part-time faculty member. The committee agreed that the current pay scale (often in the $1,500 to $2,000 per course range, without benefits) is abjectly low. Part-time faculty members perform a highly

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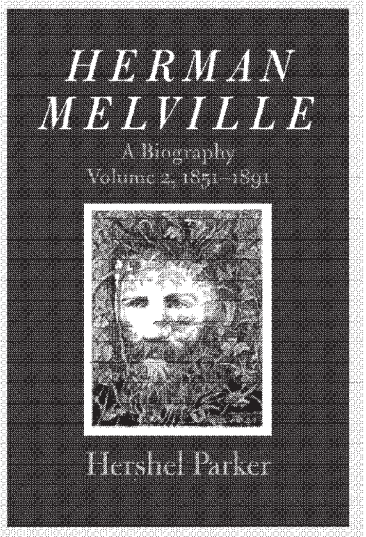
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> valuable function in institutions, providing their expertise in a time frame that suits their employers, working on short notice and without substantial long-term commitments from the institution. These faculty members should be compensated not only for their expertise, but also for the flexibility and convenience they offer. The committee decided therefore that a salary range of $5,000 to $7,000 per course, with fringe benefits and cost of living increases, should be the reasonable minimum compensation for part-time faculty members.

Committee members explained that the dollar amounts used in their recommended range of per-course compensation were based on actual salary figures for part-time faculty members at several different institutions that they were familiar with. It was also noted that the figures in parentheses were based on information collected by the American Association of University Professors (AAUP) and represented averages of per-course compensation. Since the top compensation reported by the AAUP was $3,500, implementing the committee's recommended pay range would mean substantial increases in compensation for part-timers.

Subsequent speakers expressed concern that the committee's recommended range of compensation was too low and that it negated the principle of pro rata compensation for part-timers, which the assembly had previously endorsed in conjunction with the final report of the MLA Committee on Professional Employment (see May 1998 *PMLA* 508). Committee members and others responded to these concerns. It was noted that the two approaches to compensation for part-timers were not mutually exclusive—that accepting the committee's recommendation on per-course compensation did not require abandoning the pro rata principle. Since committee members recognized that there is much resistance to pro rata compensation by campus administrators because of the different functions that regular and adjunct faculty members fulfill, the committee decided to call attention to the special role of adjunct faculty members and use it as the basis for a recommendation on per-course compensation. It was also noted that the committee's recommended range was higher than most pro rata compensation would be and that the committee's recommendation pertained to the reasonable *minimum* compensation for part-timers and so represented a salary floor, not a ceiling. To demonstrate that pro rata compensation was compatible with the committee's recommendation on per-course compensation, Cary Nelson proposed to amend the recommendation so that it included the principle of pro rata compensation. The parliamentarian explained that the recommendation itself was not pending and so could not be amended. At the end of the discussion, the chair stated the question on the ad hoc committee's second proposal and asked delegates to record their votes. The assembly approved the motion to endorse the committee's second proposal by a vote of 137 yes and 4 no.

7. In the category of new business, there were three regular resolutions that were received by the 15 October submission deadline for resolutions. Laraine Fergenson and Susan O'Malley submitted the first resolution, which was referred to as Resolution 2001–1. It read as follows:

> Whereas the MLA should respond forcefully when First Amendment rights of students are violated by their institution,
>
> Resolved that the MLA protest, as unconstitutional, the arrests that took place on August 15 and 16, 2001 at Hostos Community College, and
>
> the MLA urge college administrators to set policies whereby security personnel will exercise restraint in making arrests on college campuses, doing so primarily to prevent harm to people or destruction of property; and
>
> the MLA strongly affirm the constitutional rights of students, staff members, and faculty members to demonstrate peacefully and exercise freedom of speech on college campuses.

Nora Alter presented the DAOC's recommendation that the assembly not approve the resolution as submitted. She explained that the background information submitted by the proposers conflicted with the statements provided by the president and the Student Government Organization of Hostos Community College and was insufficient to allow the DAOC to make a judgment about the assertion in the first *resolved* clause regarding the unconstitutionality of the arrests that took place. The DAOC therefore recommended striking the first *resolved* clause. The chair stated the question on the DAOC's motion to amend the resolution by striking the first *resolved* clause and opened the floor for discussion of the proposed amendment. Those who opposed the amendment argued that it was very important to maintain the reference to the Constitution at the current time, when constitutional rights were in danger of being abrogated. Ellen Messer-Davidow, a DAOC member, noted that the DAOC did not disagree with the spirit of the resolution or with the concerns that it expressed but did have a problem with the language asserting that the arrests were unconstitutional, since only a court could make such a ruling.

Patrick Hogan agreed that the question about the constitutionality of the arrests was not one that the assembly could answer, but he said that it was necessary to maintain the specific reference to Hostos Community College to prevent the resolution from becoming a bland general statement. He therefore offered a secondary amendment: to strike only the words "as unconstitutional" from the first *resolved* clause. This amendment was seconded, and the chair called for discussion. Donald Pease

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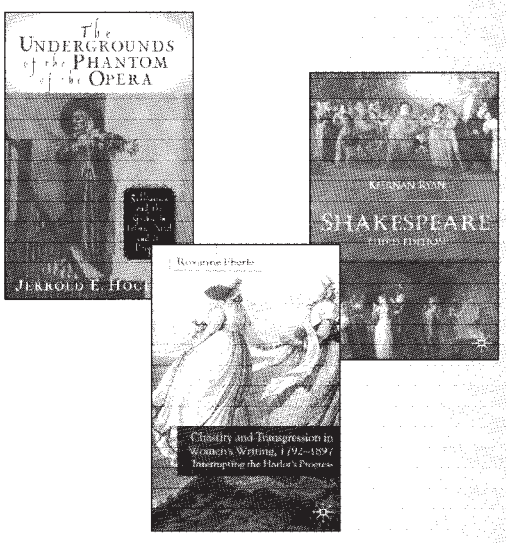
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announced his intent to offer a different amendment, which would refer to free-speech rights. Some speakers stated their preference for the amendment that Pease intended to offer and so opposed the secondary amendment. Others opposed the secondary amendment because they considered the original wording of the first *resolved* clause to be justified by the events at Hostos and to be stronger than the proposed amended wording. Hogan argued that his amended language was stronger than the original because the elimination of the reference to constitutionality meant that the expression of condemnation was no longer tied to a finding on the question of constitutionality. Speakers who supported the secondary amendment reiterated their concern with making an assertion about the constitutionality of the students' arrests, especially since the evidence provided in the background materials was not sufficient to allow the assembly to make such a judgment. At the conclusion of the discussion, the chair put the question of the secondary amendment to the assembly. The assembly approved the secondary amendment by a vote of 91 yes and 39 no.

The chair then called for discussion of the first *resolved* clause as amended. Pease proposed to amend the *resolved* clause by inserting the words "as an abridgment of free speech rights" in the place where the words "as unconstitutional" had been. This amendment was seconded, and the chair opened the floor for discussion. Since there was no discussion, the chair asked assembly members to vote on the amendment. The assembly approved it by a vote of 94 yes and 35 no.

The chair then stated the question on the amended resolution and reminded delegates about the procedure that would be followed for the consideration of resolutions. He would call first for debate and amendment of the *resolved* clause or clauses and then for debate and amendment of the preamble before putting the full text of each resolution to a vote. Accordingly, the chair opened the floor for discussion of the *resolved* clauses. There was none, so the chair called for discussion of the preamble. Again, there was no discussion, so the chair asked the assembly to vote on the motion to adopt the resolution as amended. The assembly approved the resolution by a vote of 109 yes and 22 no. The text of the resolution approved by the assembly read as follows:

> Whereas the MLA should respond forcefully when First Amendment rights of students are violated by their institution,
>
> Resolved that the MLA protest as an abridgment of free speech rights the arrests that took place on August 15 and 16, 2001 at Hostos Community College, and
>
> the MLA urge college administrators to set policies whereby security personnel will exercise restraint in making arrests on college campuses, doing so primarily to prevent harm to people or destruction of property; and
>
> the MLA strongly affirm the constitutional rights of students, staff members, and faculty members to demonstrate peacefully and exercise freedom of speech on college campuses.

The second resolution (designated Resolution 2001–2) was submitted by Laraine Fergenson, Finley C. Campbell, and William L. Andrews. It read as follows:

> Whereas the recent attacks on the US have led to deplorable incidents of bigotry on American college campuses,
>
> Resolved that the MLA urge all its members to help create an atmosphere in which no student is harassed because of race, religion, or perceived national origin; and
>
> Resolved that MLA members help all students work together to counteract prejudice based on race, religion, or perceived national origin.

Nora Alter presented the DAOC's recommendation that the assembly approve the resolution. The chair called for discussion of the *resolved* clauses; no delegates came forward. The chair then called for discussion of the preamble. Again, there was no discussion, so the chair called for a vote on the motion to adopt the resolution. The assembly approved the resolution by a vote of 116 yes and 3 no.

The third resolution was submitted by Richard Ohmann and Grover Furr on behalf of the Radical Caucus in English and Modern Languages. It read as follows:

> Whereas "high stakes" tests invariably discriminate against students from poor, working-class, and minority families by disproportionately denying them high school diplomas and, thus, access to higher education, and
>
> Whereas high stakes tests provide an ideological rationale for the perpetuation of inequality of opportunity, disguising this social injustice as a desirable result of "meritocracy,"
>
> Be it resolved that the MLA opposes using the scores on a single test to make important decisions about students' futures, including promotion in or graduation from high school and admission to college.

Anne Ruggles Gere presented the DAOC's recommendation that the assembly approve the resolution. The chair opened the floor for discussion of the *resolved* clause. There was one speaker, who encouraged support for the resolution and commented on the need for the MLA to oppose the focused efforts of national groups to establish high-stakes testing. The chair called for discussion of the preamble. Since there was none, the chair asked the

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assembly to vote on the resolution. The assembly approved the resolution by a vote of 107 yes and 11 no.

8. Also in the category of new business were four "emergency" resolutions—so designated because they were received after the 15 October deadline for submission of regular resolutions. All had been submitted to the DAOC during the Open Hearing on Resolutions on 28 December. The texts of the emergency resolutions were distributed to delegates immediately before the assembly meeting. The chair reminded the assembly that it could consider an emergency resolution only if three-fourths of the members agreed to consider the resolution.

The first emergency resolution, designated Emergency Resolution 2001-A, was submitted by Rebecca Ruquist and Victoria A. Smallman. It read as follows:

> Whereas the MLA endorses graduate employee labor rights;
>
> Whereas the Yale administration, despite their public declaration to improve labor relations, acts to discourage graduate teachers from exercising their labor rights;
>
> Whereas unionized Yale employees will work without a contract in solidarity with graduate teachers, to pressure Yale to resolve this long-standing conflict;
>
> Be It Resolved That the MLA urge Yale's administration to end the conflict with graduate teachers by adopting an official position of neutrality with respect to graduate teacher unionization, the terms of which would be negotiated between the Yale administration and the Graduate Employees and Student Organization (GESO).

Roland Greene presented the resolution to the assembly with the DAOC's recommendation that the assembly approve the resolution. He announced that if the assembly approved the resolution, the DAOC would also ask the assembly to approve a procedure for seeking a formal response from Yale University and making all relevant materials available to the membership before the ratification vote. The chair put to the assembly the question of whether it wished to consider the resolution. He reminded the assembly that this procedural motion was not debatable and required a three-fourths vote for approval. The vote on the motion was 98 yes and 20 no, which was sufficient to allow the assembly to discuss and take action on the resolution.

The chair then opened the floor for debate and amendment of the *resolved* clause. Pericles Lewis, a delegate and Yale faculty member, spoke against the resolution. He noted that the presentation of the resolution as an emergency resolution, which was distributed to delegates just before the assembly meeting, precluded an adequate response from Yale faculty members and others and that the background information presented by the proposers was biased and limited. While not agreeing with Yale's handling of the situation, he disputed the accusation that Yale used tactics of intimidation, and he said that those tactics characterized GESO's activities, not Yale's. He also said that the proposers' presentation of the neutrality issue was simplistic and that neutrality involved an agreement to establish a union not on the basis of an election using a secret ballot after full and fair debate but on the basis of a card drive that union organizers were presenting as nonbinding. He added that he was not opposed to unionization, but he found that the need for a union was not as great at Yale as at other institutions and that the resolution was a misguided effort to intervene on the union side. A number of speakers rose to support the resolution. They noted that the resolution was in keeping with past assembly actions, specifically the 1995 resolution condemning Yale for its efforts to oppose the establishment of a graduate student union and the 1999 resolution endorsing the right of all academic employees to engage in collective bargaining if they choose to do so, both of which were ratified by the membership, and assembly motion 1999-11, on unionization, which was considered and approved by the 2000 Delegate Assembly. They also argued that the adoption of a position of neutrality was an established labor tactic and that the request for neutrality was reasonable, given the power relations involved. In addition, the call for neutrality represented an effort to reduce tensions and hostility so that the parties could move forward and resolve the longstanding dispute over unionization at Yale. Mary Burgan, a delegate and the general secretary of the American Association of University Professors (AAUP), explained that "neutrality" was a term of art in organizing. She noted that one could support unionization at Yale without supporting the resolution and its call for the implementation of a particular organizing strategy. She said that the AAUP, which had been encouraging the Yale administration to talk to the graduate student union organizers, might not support this particular resolution, and she added that she would support the resolution only if the term of art "neutrality" was fully explained to the MLA membership. Michael Bennett moved to close debate. The chair, noting that twelve minutes remained for discussion of the pending motion, called for a vote on the motion to close debate, which required a two-thirds vote for passage. The assembly closed debate by a vote of 80 yes and 31 no. The emergency resolution then came to an immediate vote and was approved by a vote of 94 yes and 17 no.

The chair then recognized Greene, who moved that the assembly adopt the following procedure for the consideration of the resolution by the membership. The MLA staff would solicit 1,000-word statements from Yale University and from the proposers of the resolution and would make both statements available in print either with the ballot mailing or in a separate mailing preceding the ballot. The chair asked if there were any objections

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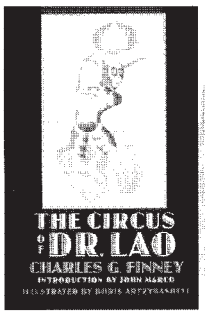
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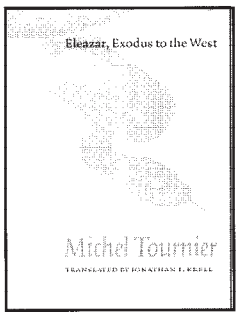
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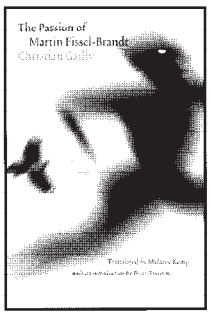
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to adopting the proposed procedure. Lewis, referring to Burgan's call for an explanation of the term of art "neutrality," asked whether the membership would be told the meaning of this term. The chair asked if he wished to propose an amendment that a definition of the term be included. Lewis said he did wish to propose such an amendment, and he submitted the following text of his amendment to the chair: "Resolved that the MLA offer a neutral definition of the term of art 'neutrality' with its mailing to members." The motion to amend the proposed procedure was seconded, and the chair called for discussion. There were two main arguments against the amendment: that it was not necessary to include a separate definition, since the two parties would probably include definitions in their 1,000-word statements, and that it would be very difficult to formulate a definition of "neutrality" that all would agree was fair and neutral. Lewis made two points in response: that 1,000 words would not be sufficient for Yale to make its case and offer a definition and that it would be helpful to have a neutral definition developed by the MLA in consultation with its lawyers if the two sides defined "neutrality" differently. At the conclusion of the discussion, the chair stated the question on the amendment and asked delegates to record their votes. The assembly defeated the amendment by a vote of 24 yes and 80 no. The original proposal for a procedure to inform the membership came back to the floor for further discussion. Since there was none, the chair asked the assembly to vote on the proposed procedure. The assembly approved it by a vote of 101 yes and 5 no.

The second emergency resolution, designated Emergency Resolution 2001-B, was submitted by Barbara Foley on behalf of the Radical Caucus in English and Modern Languages. It read as follows:

> Whereas in response to the events of September 11 the U.S. government has invoked a "war on terrorism" and, along with the mass media, has relied on a rhetoric of "civilization versus barbarism," employing chilling phrases like "crusade against evil" and "U.S. Patriot Act"; and
>
> Whereas members of the MLA advocate that language be used to promote critical analysis rather than close off thought and debate;
>
> Be it resolved that the MLA condemns any use of language that encourages xenophobic and jingoistic attitudes, promotes racial stereotyping, or demonizes those who disagree with U.S. policy.

Ellen Messer-Davidow presented the emergency resolution to the assembly along with the DAOC's recommendation that the assembly not approve the resolution. She explained that the committee had discussed the resolution at length and that the recommendation was based on concerns about the language of the resolution, not about its spirit or sense. She asked the chair to confirm that the DAOC's recommendation did not prevent assembly members from making proposals from the floor to modify the language of the resolution. The chair did so and then put to the assembly the question of whether it wished to consider the resolution. This procedural motion was not debatable and required a three-fourths vote for approval. The assembly's vote was 70 yes and 30 no, which was not sufficient to allow the assembly to discuss and take action on the resolution.

The chair then recognized Steven Mailloux, who asked to clarify the DAOC's recommendation. Mailloux explained that the DAOC's recommendation was not against consideration of the resolution but was only against approval of the resolution if the language remained unchanged after floor debate. Messer-Davidow acknowledged that her presentation of the DAOC's recommendation had not sufficiently distinguished these two issues. After consulting the parliamentarian, the chair asked members of the assembly if they had misunderstood the DAOC's recommendation. Because the number of delegates who indicated that they had misunderstood was sufficient to change the outcome of the procedural vote on consideration, the chair asked the assembly to vote again on whether to consider the resolution. Before delegates cast their votes, Michael Bennett raised a point of order. He suggested that the DAOC's recommendation on an emergency resolution was a form of debate and so should not be presented until the resolution was on the floor for discussion. The chair agreed that it would be sensible for the DAOC to present its recommendation on an emergency resolution only after the assembly had agreed to consider it. The assembly's revote on the procedural motion to consider the emergency resolution was 64 yes and 32 no, which again was not sufficient to allow the assembly to take up the resolution. After several brief comments on the handling of this procedural vote, on the rationale behind the requirement for such a vote, and on the need for clarity in subsequent procedural votes, the chair asked the assembly to turn to the next item of business.

The third emergency resolution, designated Emergency Resolution 2001-C, was submitted by Bill Mullen on behalf of the Radical Caucus in English and Modern Languages. It read as follows:

> Whereas the Modern Language Association (MLA) supports open intellectual inquiry free of racial or political intimidation of any kind and
>
> Whereas the MLA represents American colleges and University employees and students in this pursuit
>
> Be it resolved that the MLA opposes and condemns as racist and discriminatory attempts by any federal agency to conduct investigations into the personal lives and academic work of American college

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> and university students based solely on nationality, immigrant status or ethnicity. The MLA encourages Universities to resist such procedures on their own campuses and wherever they are known to exist.

Ellen Messer-Davidow presented the emergency resolution to the assembly, and the chair put to the assembly the question of whether it wished to consider the resolution. The chair again reminded the assembly that the motion was not debatable and required a three-fourths vote for approval. The vote on this procedural motion was 84 yes and 18 no, which was sufficient to allow the assembly to discuss and take action on the resolution. Messer-Davidow then presented the DAOC's recommendation that the assembly approve the resolution. The chair opened the floor for discussion.

Mullen proposed to amend the resolution by substituting a version with several small changes in wording: replacing "American colleges" in the second *whereas* clause with the phrase "US and Canadian college," replacing the word "American" in the *resolved* clause with the words "US and Canadian," changing the verbs "opposes and condemns" in the *resolved* clause to "oppose and condemn," and inserting the word "religion" after the word "status" in the first sentence of the *resolved* clause. With these changes, the text of the substitute resolution read as follows:

> Whereas the Modern Language Association (MLA) supports open intellectual inquiry free of racial or political intimidation of any kind and
>
> Whereas the MLA represents US and Canadian college and University employees and students in this pursuit
>
> Be it resolved that the MLA oppose and condemn as racist and discriminatory attempts by any federal agency to conduct investigations into the personal lives and academic work of US and Canadian college and university students based solely on nationality, immigrant status, religion, or ethnicity. The MLA encourages Universities to resist such procedures on their own campuses and wherever they are known to exist.

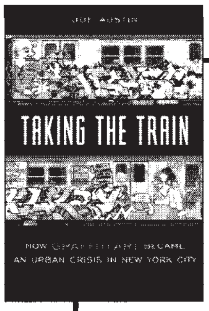
The motion to amend the resolution by substitution was seconded, and Mullen urged passage of the resolution. He noted that it was important to oppose the government's recent call for investigations, which adversely affected international students and faculty members and created a chilling atmosphere on campuses, and to show support for those on campuses who had already objected to and resisted the government's new policies. The chair then explained the procedure the assembly would follow in considering the motion to substitute. He would first call for amendments to the original text of the resolution and then for amendments to the substitute text. The reason for this was that delegates needed to know the final form of each text before they could decide how to vote on the motion to substitute. After deciding which version of the resolution to consider, the assembly would finally discuss and take a vote on that version.

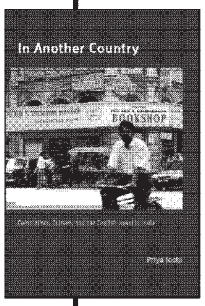
Following this procedure, the chair called for amendments to the resolution as submitted. Helen Cooper proposed to amend the *resolved* clause by adding the words "employees and" before the word "students." This addition would make the *resolved* clause parallel with the preamble. The chair asked if any delegates objected to this addition. There were no objections, so the text of the original resolution was revised. Since there were no further amendments to the original text of the emergency resolution, the chair called for amendments to the substitute text that had been proposed. Once again, the addition to the *resolved* clause of a reference to employees was proposed. Since there were no objections, the text of the substitute resolution was revised. Patrick Hogan then proposed to strike the words "US and Canadian" in the *resolved* clause because the presumed intent of the resolution was to condemn the investigation of any employees and students, not just those who were American or Canadian. The chair asked if there were any objections to this revision and, hearing none, declared the text of the substitute resolution amended.

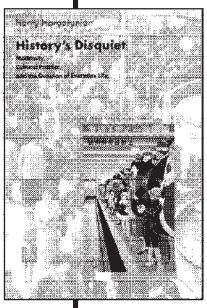
Since there were no further amendments to the text of the substitute resolution, the chair called for a vote on whether to accept the substitute text and set aside the original text. The assembly was unanimous in its acceptance of the substitute resolution. The vote was 100 in favor. The chair then called for discussion of the emergency resolution as substituted. A motion to close debate was made, and the chair called for a vote on the motion, which required a two-thirds vote for passage. The assembly approved it by a vote that was greater than the two-thirds necessary, 77 yes and 20 no. The chair then stated the question on the emergency resolution as substituted and asked delegates to record their votes. The assembly approved the resolution by a vote of 93 yes and 4 no. The text of the resolution approved by the assembly read as follows:

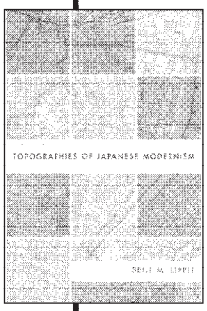
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> Whereas the MLA represents US and Canadian college and University employees and students in this pursuit
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> Be it resolved that the MLA oppose and condemn as racist and discriminatory attempts by any federal agency to conduct investigations into the personal lives and academic work of college and university employees and students based solely on nationality, immigrant status, religion, or ethnicity. The MLA encourages Universities to resist such procedures on their own campuses and wherever they are known to exist.

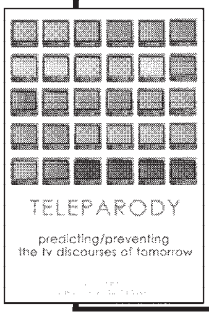
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The final emergency resolution, designated Emergency Resolution 2001-D, was submitted by Richard Ohmann on behalf of the Radical Caucus in English and Modern Languages. It read as follows:

> Whereas the American Council of Trustees and Alumni has, in its recent report, "Defending Civilization," proposed "America's first line of defense" as a guide in shaping the university curriculum, and called upon colleges and intellectuals for the "philosophical defense" of the United States and its principles,
>
> Be it resolved that the members of the Modern Language Association affirm their commitment as scholars and teachers not to the defense of any one nation state but to the defense of humanity; to critical and appreciative teaching about all cultures; and to the unflinching pursuit of truth.

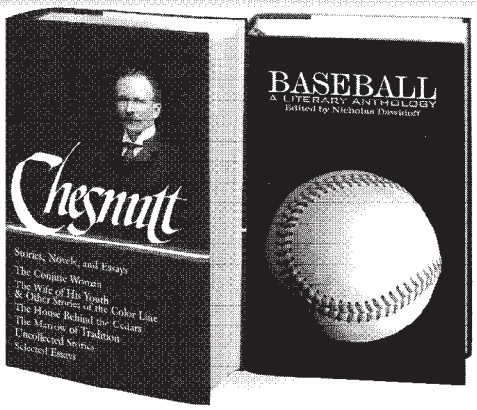
Ellen Messer-Davidow presented the emergency resolution to the assembly, and the chair put to the assembly the question of whether it wished to consider the resolution. Once again, the chair reminded the assembly that the motion was not debatable and required a three-fourths vote for approval. The vote on this procedural motion was 77 yes and 19 no, which was sufficient to allow the assembly to discuss and take action on the resolution. Messer-Davidow then presented the DAOC's recommendation that the assembly approve the resolution. The chair opened the floor for discussion. Ohmann acknowledged that approval of the resolution might give the American Council of Trustees and Alumni (ACTA) an opening for increased publicity. Nonetheless, he urged support for the resolution as an affirmation both of the values of humanistic scholarship and of the need to pursue the truth in the face of the kind of political intimidation practiced by ACTA. One speaker, who agreed that the report issued by ACTA was contemptible and deserving of rebuke, stated his opposition to the resolution because its wording—in particular, the use of the word "defense" in echo of ACTA's use of the word—would be misconstrued as a statement that the United States was not justified in defending itself against the attacks made on the nation. Though he had suggested a possible clarifying amendment at the previous day's open hearing on resolutions, he had since decided that it would be ill advised to oppose ACTA by means of the current resolution.

Donald Pease said that it was necessary to address the possibility that the resolution would be misinterpreted, and he proposed to amend the *resolved* clause by adding quotation marks around both instances of the word "defense." The amendment was seconded, and the chair called for discussion of the amendment. After brief discussion, the amendment was put to a vote. The assembly approved the amendment by a vote of 53 yes and 33 no. Cary Nelson then proposed to insert the modifier "philosophical" inside the quotation marks before the first instance of the word "defense" in the *resolved* clause. Because both instances of "defense" had been placed in quotation marks, the chair asked for clarification of the amendment. Nelson said that "philosophical" should be inserted in both places. After brief discussion of the amendment, during which Kirsten Christensen stated her intent to offer a different amendment if the current amendment was defeated, a motion to close debate was made. The chair asked the assembly to vote on the motion to close debate, which required a two-thirds vote for passage. The assembly voted to close debate by a vote of 78 yes and 7 no. The chair then stated the question on the amendment to insert the word "philosophical" and asked delegates to record their votes. The assembly approved the amendment by a vote of 57 yes and 25 no.

The chair called for further discussion of the twice-amended emergency resolution. A motion to close debate was made, but the chair, on the advice of the parliamentarian, recognized Christensen so that she could propose her amendment. Christensen proposed to amend the emergency resolution by striking the following text from the *resolved* clause: "not to the 'philosophical defense' of any one nation state but to the 'philosophical defense' of humanity." The amended *resolved* clause would therefore read as follows: "Be it resolved that the members of the Modern Language Association affirm their commitment as scholars and teachers to critical and appreciative teaching about all cultures and to the unflinching pursuit of truth." This amendment was seconded, and the chair opened the floor for discussion. Two speakers said that they could not support the amendment because it eliminated the resolution's oppositional reference to ACTA's language and position. Christensen asked the chair if she could withdraw the amendment. After the chair advised her that the amendment could be withdrawn only with the assembly's permission, Christensen asked the assembly to allow the withdrawal of the amendment. The chair asked if any delegates objected to this request. Since there were no objections, the amendment was withdrawn. The motion to close debate that had been made came back to the floor for consideration. Ohmann made a parliamentary inquiry about the proper form for and handling of members' motions to close debate. The parliamentarian explained that members had not been using the proper form for such a motion, which was to move the previous question. However, she had advised the chair to treat members' proposals to "call the question" as properly made motions to close debate, on which the assembly needed to vote. The chair then called for a vote on the pending motion to close debate on the twice-amended emergency resolution. The

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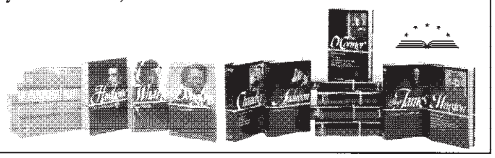
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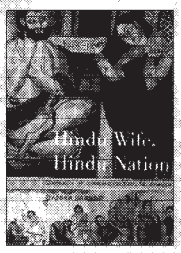
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assembly approved the motion by a vote of 69 yes and 8 no. The chair stated the question on the emergency resolution as amended and asked delegates to record their votes. The assembly approved the emergency resolution by a vote of 68 yes and 13 no. The text of the resolution approved by the assembly read as follows:

> Whereas the American Council of Trustees and Alumni has, in its recent report, "Defending Civilization," proposed "America's first line of defense" as a guide in shaping the university curriculum, and called upon colleges and intellectuals for the "philosophical defense" of the United States and its principles,
>
> Be it resolved that the members of the Modern Language Association affirm their commitment as scholars and teachers not to the "philosophical defense" of any one nation state but to the "philosophical defense" of humanity; to critical and appreciative teaching about all cultures; and to the unflinching pursuit of truth.

9. Also in the category of new business was one motion that had been received by the 15 October deadline and so could be discussed and voted on by the assembly. The motion (labeled Motion 2001–1) was submitted by Adale Sholock on behalf of the Gay and Lesbian Caucus for the Modern Languages and read as follows:

> Institutions that offer domestic partner benefits are encouraged to indicate this benefit in their job announcements or in the materials they send to candidates they wish to interview.

Steven Mailloux of the DAOC presented the motion to the assembly. The chair opened the floor for discussion of the motion. After two speakers rose to support the motion, the chair asked if there were any opposing views. There were none. Discussion came to a close after one more statement in support of the motion. The chair then stated the question and asked the assembly to vote on the motion. The assembly approved it by a vote of 78 yes and 1 no.

10. The chair called for the announcement of other items of new business, noting that any new proposals could be discussed but could not be voted on until the next assembly meeting. No one came forward.

11. The assembly received the report of the executive director, the Finance Committee report, and annual reports from the *PMLA* Editorial Board, Publications Committee, Committee on the New Variorum Edition of Shakespeare, Advisory Committee on the *MLA International Bibliography*, Committee on Honors and Awards, Committee on Academic Freedom and Professional Rights and Responsibilities, Committee on the Literatures of People of Color in the United States and Canada, Committee on the Status of Women in the Profession, Advisory Committee on Foreign Languages and Literatures, Committee on Information Technology, Committee on Disability Issues in the Profession, Committee on Community Colleges, and Committee on the Status of Graduate Students in the Profession. The chair opened the floor for questions and comments. There were none. The chair thanked the executive director, the members of the Finance Committee, and the members of the association's standing committees for their reports. Because this was the last assembly meeting during Phyllis Franklin's tenure as executive director, the chair also took a moment to express the deep gratitude that all members felt for Franklin's extraordinarily steady guidance of the association and for her unparalleled dedication and commitment to and passion for the humanities and the fields of language and literature. The assembly applauded the chair's remarks, and Franklin thanked both the chair and the assembly.

12. The chair called for announcements. Lillian Robinson urged members to respond to the calls for papers from the Division on Nonfiction Prose Studies for two sessions that would deal with the war on terrorism.

13. Since there was no further business before the assembly, the chair declared the 2001 meeting of the Delegate Assembly adjourned sine die at 4:42 p.m.

Delegates in attendance:

Divisional Delegates: Timothy R. Austin, Richard A. Barney, Catherine G. Bellver, David Bleich, Barbara L. Cambridge, Cesare Casarino, Patrick Cheney, Anne J. Cruz, Lennard J. Davis, David Del Principe, Madeleine Dobie, Mary A. Favret, Richard Flynn, John Miles Foley, Allen J. Frantzen, Sara Friedrichsmeyer, Deborah R. Geis, Pamela K. Gilbert, Jacqueline Goldsby, Jay Grossman, Donald E. Hall, Susan Hegeman, Peaches M. Henry, Roberta Hill, Deborah H. Holdstein, Hilde M. Hoogenboom, Feroza Jussawalla, Irene Kacandes, Anna Klobucka, Kathleen Lenore Komar, Kevin Kopelson, Peter Kvidera, Dagmar C. G. Lorenz, Deidre Shauna Lynch, Donald Maddox, Grazia Menechella, Bill V. Mullen, James J. Paxson, Dora E. Polachek, Susheela N. Rao, Luis Fernando Restrepo, Lillian S. Robinson, Regina A. Root, Arielle Saiber, Gary F. Scharnhorst, Susan Schibanoff, Willa Z. Silverman, Rajini Srikanth, Ernest W. Sullivan II, Phyllis Clark Taoua, Kathrine Varnes, Sabine von Mering, Mara R. Wade, Chad C. Wright, Jack A. Yeager, Helene Zimmer-Loew.

Special-Interest Delegates: Jonathan M. Ausubel, Michael Bérubé, Brenda Jo Brueggemann, Mary Burgan, William M. Burgan, Kandice Chuh, Katharine Coles, Helen M. Cooper, Rosemary G. Feal, Louise Flavin, Catherine C. Fraser, William Tell Gifford, Carol E. Henderson, Dolan Hubbard, Ronna C. Johnson, Rachel C. Lee, Wes Lundburg, Catharine Theimer Nepomnyashchy, Susan Gushee O'Malley, Suzanne R. Pucci, Elizabeth Rescher, Judith Roof, Jeffrey J. Santa Ana, Tomas N. Santos, Lavina D. Shankar, Lisa M. Tatonetti, Ann E. Wallace, Mary B. Werner.

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Delegates Representing Regional MLAs: Kathleen Diffley, Joan Grenier-Winther, David McWhirter, Scott F. Stoddart.

Officers and Members of the Executive Council: Kirsten M. Christensen, Reed Way Dasenbrock, Stephen Greenblatt, Roland Greene, Sylvia Molloy, Cary Nelson, Mary Louise Pratt, Tey Diana Rebolledo, Rosemarie Scullion, Sidonie Smith, Katie Trumpener.

Members of the Delegate Assembly Organizing Committee: Nora M. Alter, Miriam Balboa Echeverría, Anne Ruggles Gere, Steven Mailloux, Ellen Messer-Davidow.

Parliamentarian: Martha S. Grise.

Clerk: Phyllis Franklin.

Meeting of the MLA Executive Council

[Note: The Executive Council voted to approve these minutes at its February 2002 meeting.]

The council met on 26 October 2001 at the MLA office in New York. President Sylvia Molloy presided. Present were First Vice President Stephen Greenblatt; Second Vice President Mary Louise Pratt; Executive Council members David Bartholomae, Judith Butler, Rey Chow, Kirsten M. Christensen, Reed Way Dasenbrock, Roland Greene, Françoise Lionnet, Cary Nelson, Tey Diana Rebolledo, Rosemarie Scullion, Sidonie Smith, Virginia Wright Wexman, and Anthony C. Yu; Executive Director Phyllis Franklin; Director of Bibliographic Information Services and Editor of the *MLA International Bibliography* Barbara Chen; Managing Editor of MLA Publications and Director of Publishing Operations Judy Goulding; Director of Financial Operations Amilde Hadden; Director of Convention Programs Maribeth T. Kraus; Director of English Programs David Laurence; Director of Book Publications David G. Nicholls; Associate Executive Director and Head of the Division of MLA Operations Regina Vorbeck; Director of Foreign Language Programs Elizabeth B. Welles; and Assistant to the Executive Director and Coordinator of Governance Carol Zuses.

At the beginning of its morning session, the council started to work through its agenda, taking up two reports from the executive director and discussing a statistical representation of employment trends in the MLA's fields (see item 8 below). In mid-morning, the council met with the Delegate Assembly Organizing Committee (DAOC), which had convened on 24–25 October to review assembly and association business. The members of the DAOC summarized their deliberations on the resolutions and motions that had been submitted for consideration by the 2001 Delegate Assembly. The council thanked the committee for its presentation and its extensive preparation of the assembly's agenda. The members of the DAOC who participated in the meeting with the council were Miriam Balboa Echeverría (Southwest Texas State Univ.), Anne Ruggles Gere (Univ. of Michigan, Ann Arbor), Steven Mailloux (Univ. of California, Irvine), and Ellen Messer-Davidow (Univ. of Minnesota, Twin Cities). Also present was MLA Parliamentarian Martha S. Grise.

At the beginning of its afternoon session, the council continued to review and take action on the various matters before it. At the end of the afternoon, the council held an executive session to discuss matters related to headquarters administration and to consider the announcement of the Phyllis Franklin Award for Public Advocacy of the Humanities. At 5:00 p.m., the executive session came to an end and the council adjourned, having concluded all the business before it.

The council took the following actions:

1. *Administration and Finance.* The council received a report on the fiscal year just ended (2000–01), which showed that the association concluded the year with a projected surplus of $96,310 in the unrestricted fund instead of the deficit that had been anticipated. Revenue that was higher and expenses that were lower than expected accounted for the shift from deficit to surplus.

The council approved the final budget for the fiscal year 2001–02, which projected a deficit of $238,520 in the unrestricted fund. The Finance Committee reported that the budgeting process primarily involved adjustments to the tentative budget that were based on two considerations: the projected actual revenue and expenditures in the fiscal year 2000–01 and the need to support ongoing association activities. The committee noted that the final budget included funds for three council meetings, since providing for only two meetings as had been proposed in the tentative budget was not necessary (see Jan. 2002 *PMLA* 164), and for three meetings of the *PMLA* Editorial Board. The tentative budget had included funds for only two board meetings, but the editor of *PMLA*, who was trying to encourage submissions to the journal, expressed concern

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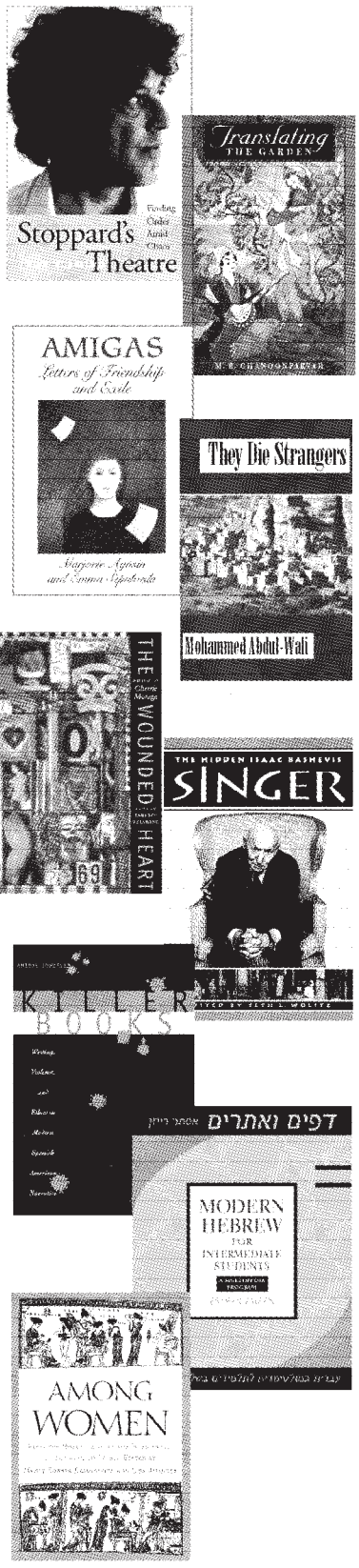
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about losing a board meeting and delaying acceptance decisions.

The council also approved increasing the association's dues payment to the National Humanities Alliance by $6,500. Phyllis Franklin explained that the increase was long overdue, since the MLA had been paying the same amount since 1990.

The Finance Committee also reported on the value of MLA membership benefits, which was $44 for the fiscal year 1999–2000, up from $30 in 1992–93. The committee noted that not-for-profit organizations are required by law to calculate and publish the monetary value of membership benefits so that members can use the information for income tax purposes.

The council appointed Judith Butler to join the officers of the association on the council's Audit Committee. The committee is responsible for reviewing the audit report prepared by the independent accounting firm that audits the association's funds.

2. *Trustee Appointment.* The council reappointed Malcolm B. Smith, the former vice-chairman of General American Investors, Inc., both as a trustee of the association's invested funds and as managing trustee for the term 2002–04.

3. *Approval of the May 2001 Council Minutes.* The council approved the minutes of its May 2001 meeting for publication in the January 2002 issue of *PMLA*.

4. *JSTOR-MLA Collection of Language and Literature Journals.* Phyllis Franklin reported to the council on the status of the JSTOR project and on the journals that had agreed to participate. (For background information on the project, see May 1999 *PMLA* 468 and Mar. 2000 *PMLA* 254.) She noted that funding was still available for the inclusion of additional journals in the project, and because the committee that selected the original group of journals would not reconvene, she asked the council to consider two journals in linguistics, *Language* and *American Speech*, for inclusion in the JSTOR collection. After brief discussion, the council approved the inclusion of the two journals. Franklin also asked council members to identify other journals that might be selected. She explained that JSTOR staff members and consulting librarians would assess the scholarly value of these new titles and that she would seek the council's approval for their inclusion in the collection at the February 2002 council meeting.

5. *Encouraging the Study of Languages and Cultures.* Mary Louise Pratt asked the council to discuss the role the MLA might play in encouraging the study of languages and cultures. She noted that recent events had brought the issue of language study into the public consciousness, and she asked council members to consider whether and how the MLA might respond to this opening. Council members agreed that it was important to identify ways to encourage language study not just for its usefulness to the national defense but for its own sake and because it promotes a wider understanding of foreign cultures. They discussed the possibility of using MLA resources (e.g., the *MLA Newsletter*, the MLA Web site, a book publication, the radio program) and of working with other organizations, such as the Association of Departments of Foreign Languages and the Joint National Committee for Languages, to encourage wide support of the study of languages and cultures by MLA members and the public.

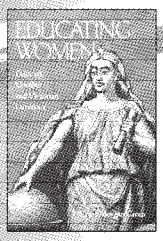
6. *Database of Scholarly Achievements in the Humanities.* At its May 2001 meeting, in response to a request from the National Humanities Alliance, the council authorized Phyllis Franklin to compile a list of twentieth-century scholarly works in the humanities to be used by those who lobby members of Congress on the issue of increased funding for National Endowment for the Humanities programs that support scholarship (see Jan. 2002 *PMLA* 172). At this meeting, Franklin presented to council members the list she had compiled, and she asked them to help balance and annotate the list. An informal subcommittee of council members was formed for this work (David Bartholomae; Roland Greene, chair; Diana Rebolledo).

7. *Information on Employment Trends.* Phyllis Franklin presented to the council a draft of a one-page statistical representation of the job market that was developed to provide prospective graduate students and others with a realistic assessment of the likelihood that a PhD recipient will obtain full-time academic employment within a few years of earning the degree (for background, see Jan. 2002 *PMLA* 172). She explained that some of the statistical projections (e.g., the number of new PhDs entering the job market annually, the number of positions available annually) were based on the results of surveys and studies done by the MLA and others. Since other projections (e.g., the numbers of ABDs entering the job market annually) were based on assumptions that might not fit with council members' experience with the job market, she asked the council to discuss whether these projections seemed reasonable. Council members did so, and Franklin said that their advice would be used to refine the statistical representation. She planned to ask for additional advice from the chairs of doctorate-granting departments, who were scheduled to meet on 27 December at the MLA convention, and then present a final draft of the statistical model to the council in February 2002.

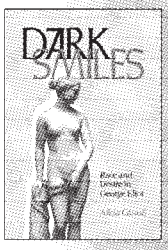
8. *Joint Book Project with the American Association of University Professors (AAUP).* Phyllis Franklin reported to the council on the progress of discussions with the AAUP about jointly developing a book on academic collective bargaining (see Jan. 2002 *PMLA* 170). Those discussions had produced a book prospectus, which Franklin presented to the council. She explained that the MLA Publications Committee would evaluate the prospectus at its November meeting and that contributions from MLA

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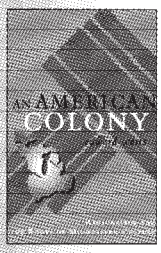
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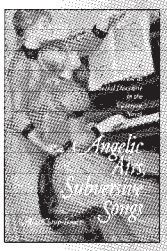
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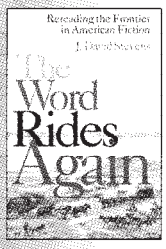
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members and members of other humanities groups would be solicited through announcements in the *MLA Newsletter* and other publications. Council members commended the work that had been done on the prospectus and asked questions about editorial arrangements and the involvement of MLA members in fleshing out the book.

9. *Discussion of Convention Arrangements.* The council received the background report it had requested about the structure of the convention (see Jan. 2002 *PMLA* 174) and discussed a number of ways to open up more space in the convention program for new fields of study. The staff planned to bring the council's suggestions to the Program Committee, which would address the issue of space at its next meeting. At the end of this discussion, a council member inquired about mounting the convention program at the MLA Web site and allowing members to post their convention papers there before the event so that more time during convention sessions was free for discussion. Phyllis Franklin responded that the convention program would be available on the Web site once *PMLA* was converted to an electronic format and that the council could consider options for including presenters' papers thereafter.

10. *Annual Reports from Standing Committees.* The council received annual reports from the editor of *PMLA* and from the following standing committees: Publications Committee, Committee on the New Variorum Edition of Shakespeare, Advisory Committee on the *MLA International Bibliography*, Committee on Honors and Awards, Committee on Academic Freedom and Professional Rights and Responsibilities, Committee on the Literatures of People of Color in the United States and Canada, Committee on the Status of Women in the Profession, Advisory Committee on Foreign Languages and Literatures, Committee on Information Technology, Radio Committee, Committee on Disability Issues in the Profession, Committee on Community Colleges, and Committee on the Status of Graduate Students in the Profession. The council accepted these reports with thanks.

11. *Committee Appointments.* The council made three additional appointments to MLA committees and appointed three committee chairs or cochairs. The names of all new committee members will appear in the listings of MLA committee members in the September 2002 (Directory) issue of *PMLA*.

12. *Letter from the Radical Caucus in English and Modern Languages.* The council received a letter from the Steering Committee of the Radical Caucus in English and Modern Languages that criticized the council for its failure to act in accordance with three votes taken at the 2000 Delegate Assembly meeting: those on motion 2000–1, motion 2000–7, and a proposed constitutional amendment.

As reported in the minutes of the council's February 2001 meeting, the council decided that it could not implement motion 2000–1, whose main provision called for the establishment of "a minimum 50/50 ratio of sections taught by tenured or tenure-track/nontenured or non–tenure-track labor," out of serious concern that it was not possible to identify an appropriate staffing ratio that would not have adverse effects on different kinds of English and foreign language departments (see Oct. 2001 *PMLA* 1486–88). Instead of implementing the motion, the council established an ad hoc committee of Delegate Assembly members, including the proposer of motion 2000–1, and charged the committee with reporting to the council and the 2001 Delegate Assembly on other approaches to the problems the motion identified.

Also at its February 2001 meeting, the council considered motion 2000–7, which called on the MLA to join with academic labor organizations to formulate a two-part "policy aimed at eradicating the logic of replacement in the exploitation of graduate student labor and guaranteeing the right of graduate-employee faculty to continuing employment in higher education upon receipt of the doctoral degree" (see Oct. 2001 *PMLA* 1490). Because the council found that the language of the motion was not sufficiently clear to allow for implementation and because the MLA constitution permits the council to return recommendations to the assembly for reconsideration, the council decided to return the motion to the 2001 assembly along with a request for clarification of the terms of the motion.

Finally, the council raised questions at its February 2001 meeting about whether the constitutional amendment calling for representation by people of color on the Executive Council that the assembly had approved could be challenged legally as discriminatory (see Oct. 2001 *PMLA* 1492 and Jan. 2002 *PMLA* 166). The council therefore instructed the executive director to consult the association's lawyer about any legal issues the amendment might raise and to withhold the amendment from the ratification ballot sent to the membership if the amendment did pose legal problems. The executive director withheld the amendment after she learned that the MLA would be vulnerable to lawsuits because recent court cases had held that the kind of preference the amendment called for was exclusionary. As required by the MLA constitution, the council reported its decision to withhold the amendment to the 2001 Delegate Assembly.

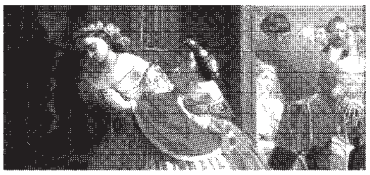
During their discussion of the letter, council members agreed that the radical caucus's criticisms were based on a misunderstanding of the council's constitutional responsibilities with regard to actions taken by the assembly. The council decided to respond to the letter and asked Phyllis Franklin to work with a council member on the response.

In Memoriam

Camilo José Cela, Madrid, Spain, 17 January 2002

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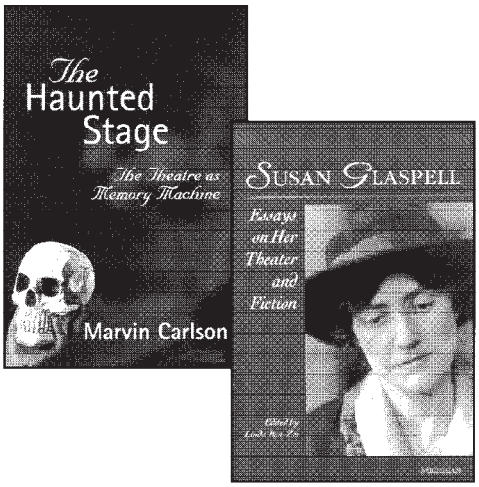
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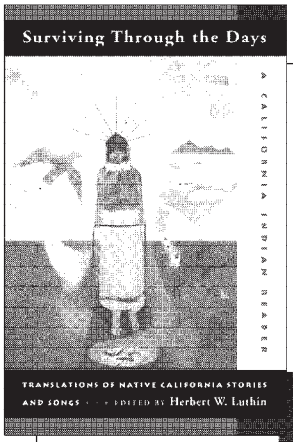
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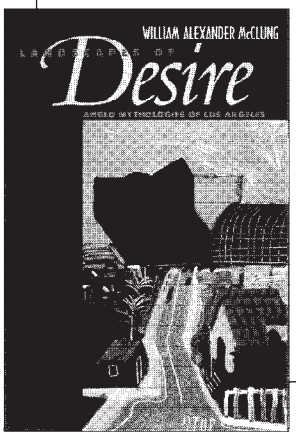
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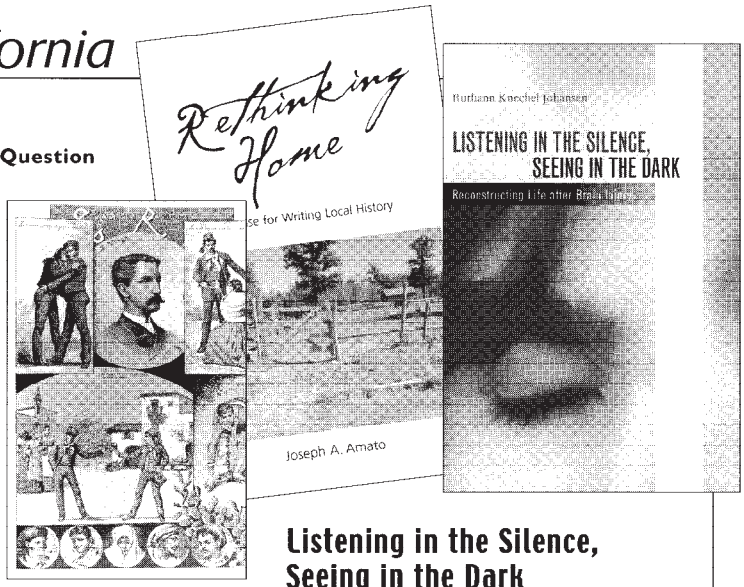
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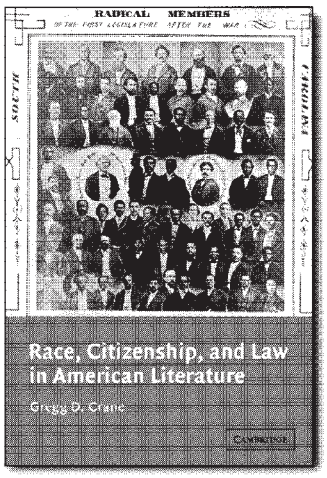
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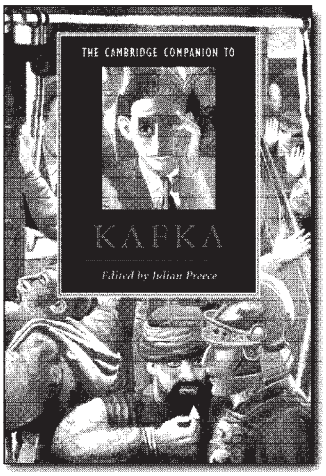
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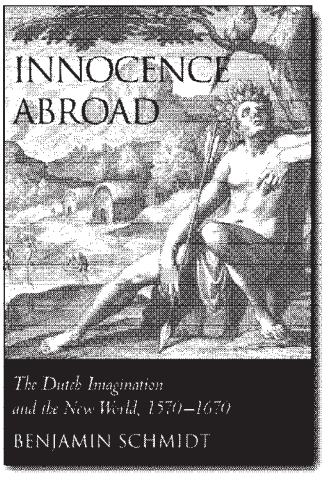
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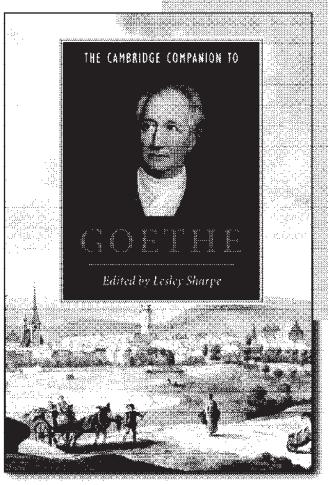
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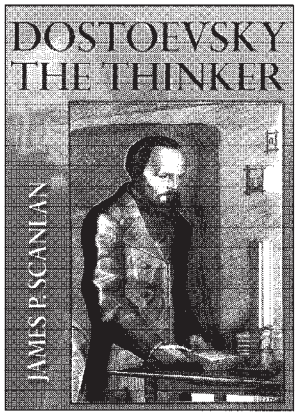




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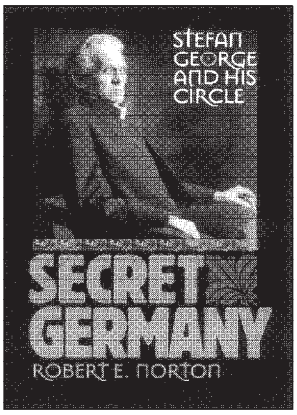
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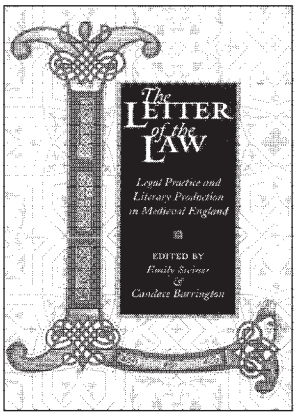


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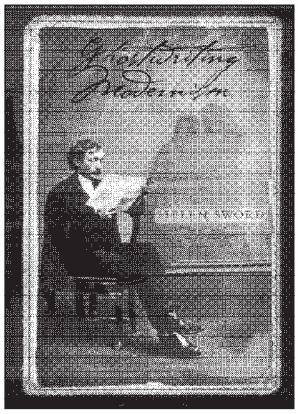
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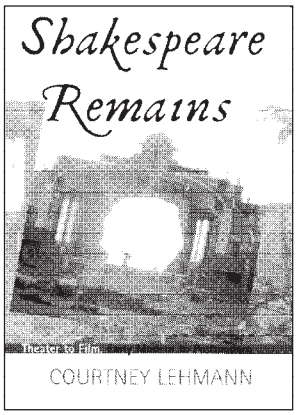
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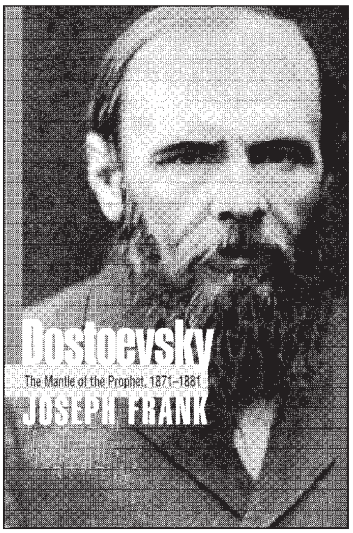
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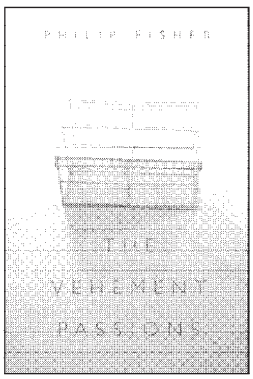
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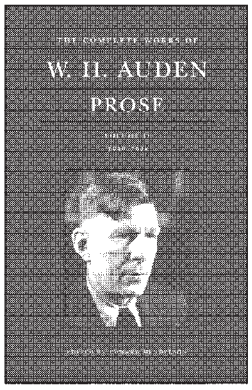
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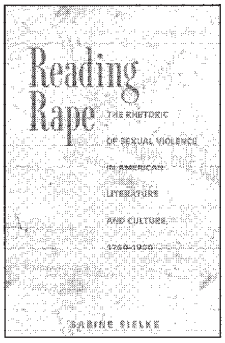
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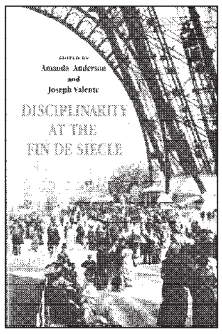
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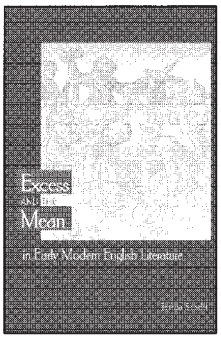
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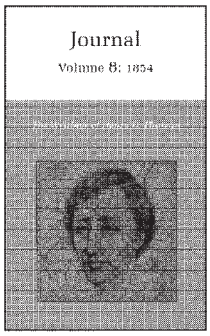
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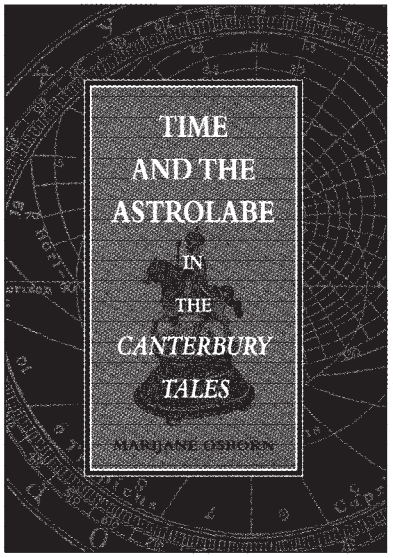
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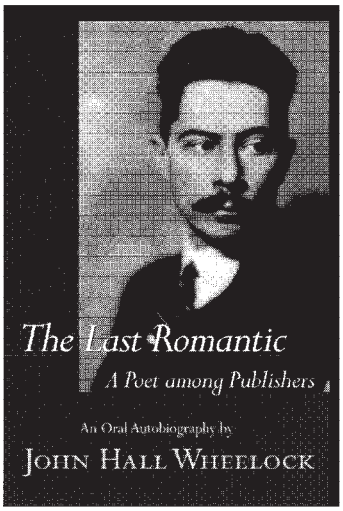
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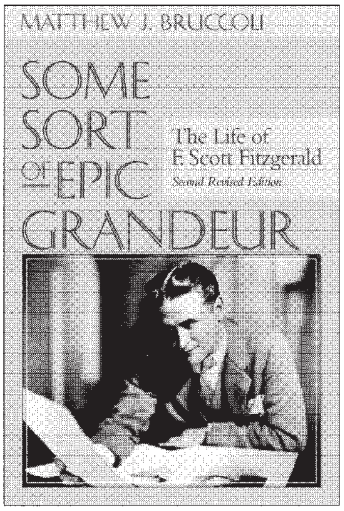
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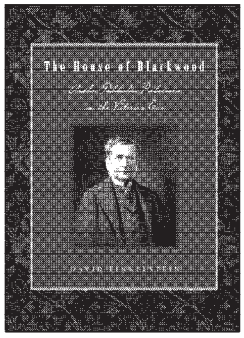
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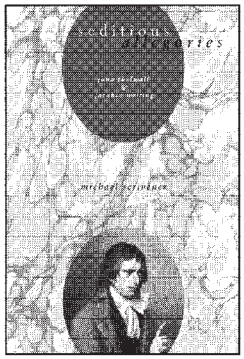
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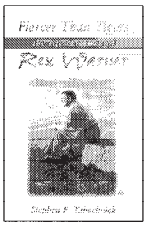
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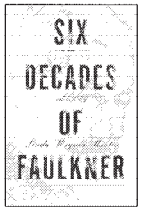
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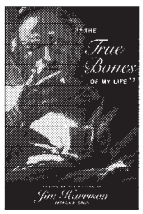
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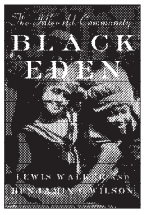




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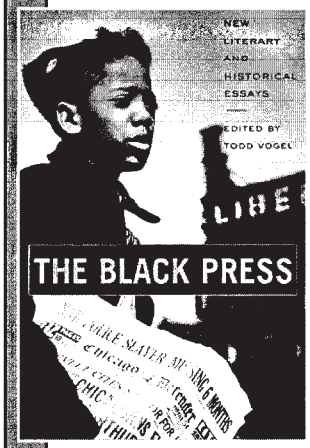


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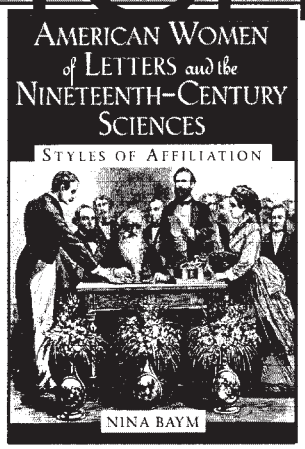
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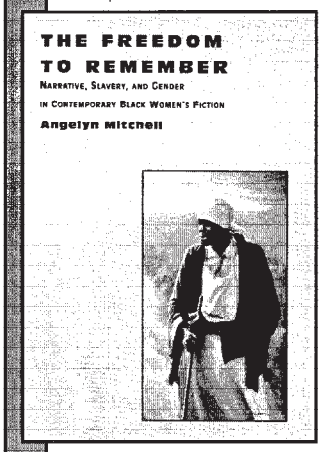


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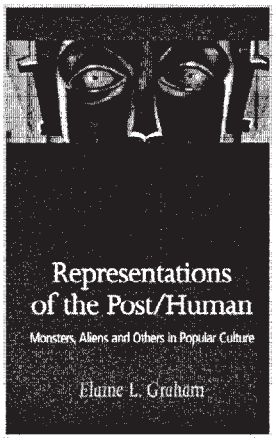


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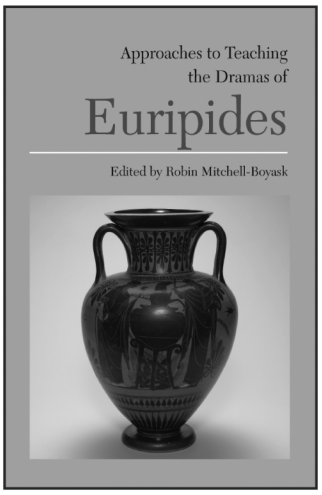
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