History of Uranium, a project that manifests itself in the forms of television, film, CDs, art objects, and an Internet site (http://www.tulselupernetwork.com). Submissions may be in French or English. Articles will not be translated, but the accompanying abstracts will be bilingual. Send English submissions to Gray Kochhar-Lindgren (gkochhar@aol.com) and French submissions to the general editor, Jan Baetens (jan.baetens@arts.kuleuven.ac.be). The deadline for submissions is 15 December 2004.

➸ Essays are invited for a special issue of *MELUS* on physical, cognitive, or sensory difference in United States multiethnic literatures. The field of disability studies has created an overdue awareness of disability as a legitimate and necessary category of analysis in the humanities. The cross-fertilization of disability theory with other modes of inquiry focused on the embodied subject (such as queer theory and feminism) has produced an outpouring of provocative scholarship that has furthered the understanding of social, political, and cultural practices that have kept seemingly different groups of people in strikingly similar marginalized positions. This special issue seeks to address the convergence of ethnic studies and disability studies in literary scholarship. Essays should explicitly locate themselves within a disability studies framework and engage with current debates in disability studies in their analysis of United States multiethnic literary texts. Send essays (5,000–6,000 words in length and in MLA style) by 1 September 2004 to either Jennifer C. James (jcj@gwu.edu) or Cynthia Wu (cynthiaw@umich.edu).

➸ Contributions are invited for *Teaching through Testimony*, a special issue of *Transformations*. Testimony comes in many forms—autobiography, memoir, poetry, personal narrative, oral history, primary source material, historical documents, eyewitness accounts, and individual experiences. Using testimony as a pedagogical tool raises such questions as these: How does one define subjectivity and objectivity? Who has the authority to speak, and who is silenced? How are "truths" and "facts" produced and used? How do we theorize and analyze "experience"? What is the relation between different experiences of trauma, both personal and historical? What is the role of community in the creation and validation of narratives of witness? What are the ethics of testimony? How are testimonial narratives mediated and represented? The editors of *Transformations* seek articles (3,000–8,000 words in length) and reviews of books, film, video, performance, art, music, and so on (1,000–3,000 words in length), examining approaches to teaching testimony in a variety of contexts: creative writing, oral history, women's and gender studies, anthropology, literature, history, psychology, sociology, art, photography, geography, religion, environmental studies, philosophy, working-class studies, ethnic studies, cultural studies, and others. Multidisciplinary approaches that focus on—or include—discussions of non-Western cultures are especially encouraged. Autobiographical criticism, narrative scholarship, photo-essays, and experimental work are welcome. Topics might include how teaching through testimony can be implemented at all levels, K–12 and higher education; how teaching through testimony can be relevant to progressive education; hybrid genres: from confessional criticism to the lyric essay; how teaching through testimony relates to topics such as war, genocide, domestic abuse, conflict resolution, poverty, racism, citizenship, and civil rights; teaching through testimony in nonacademic spaces such as prisons, shelters, homes for youth at risk, and so on; using trauma theory and theory of witness in the classroom. Send two hard copies by 15 November 2004 to Jacqueline Ellis and Edvige Giunta, Editors, *Transformations*, Grossnickle Hall Room 303, New Jersey City Univ., 2039 Kennedy Blvd., Jersey City 07305, or e-mail submissions and inquiries to transformations@njcu.edu. E-mail submissions should be sent as attachments in *Microsoft Word* or Rich Text Format. For submission guidelines, go to http://www.njcu.edu/assoc/transformations.

➸ For a forthcoming special section, the editors of *Victorians Institute Journal* (*VIJ*) invite submissions of scholarly essays on any aspect of poetry in the British colonies during the Victorian era. In addition, the journal plans to publish a small anthology of hitherto unrepublished poems from colonial poets, culled from magazines or books published abroad. Scholars are invited to submit poems for consideration, with a brief headnote giving information about the venue or author, if known. Send two copies of essays (prepared according to MLA format) and a self-addressed, stamped envelope by 1 September 2004 to Editors, *VIJ*, Dept. of English, Virginia Commonwealth Univ., Box 842005, Richmond 23284-2005. Send queries to David Latane (dlatane@vcu.edu). The Victorians Institute invites new members (dues, $15) and library recommendations; more information is available at http://www.people.vcu.edu/~dlatane/VI.html.

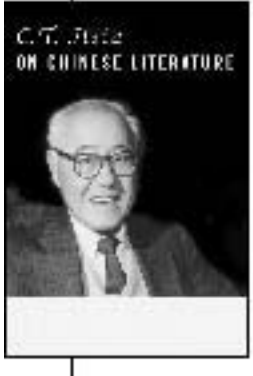
Minutes of the MLA Delegate Assembly

The Delegate Assembly met on 29 December 2003 at the San Diego Marriott Hotel. First Vice President Robert Scholes presided. The assembly was called to order at 1:17 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 68 delegates, because 136 delegates had signed in for the meeting at the beginning. [Note: Of the 266 delegates, 154 (58%) attended all

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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), Anne Ruggles Gere moved the adoption of the agenda that had been sent to assembly members. The agenda included an item providing for one hour of open discussion of two topics, scholarly publishing and contingent faculty appointments. This item was placed after the item covering reports from the DAOC and the Executive Council and before the item covering the assembly's new business. The chair called for discussion of the motion to adopt the agenda. Leo Parascondola proposed to amend the agenda by placing the open discussion after new business instead of before. He was concerned that the assembly might not be able to maintain a quorum for the consideration of new business, and he noted that discussion of the assembly's new business, if it occurred first, would inform the assembly's open discussion. After asking for and receiving a second for the amendment, the chair solicited further discussion. Gere explained that the DAOC was well aware of time pressures but did not think that there would be a problem because the open discussion was strictly limited to one hour and because there were relatively few items of new business. She noted in addition that the report of the Executive Council would serve as a good introduction for the open discussion, which would in turn inform the assembly's deliberations on its new business. Since there was no further discussion, the chair stated the question on the amendment and asked the assembly to vote. The assembly defeated the amendment by a vote of 43 yes and 92 no. The chair then put to a vote the original motion to adopt the agenda that had been sent to assembly members. The assembly adopted the agenda by a vote of 132 yes and 3 no.

Gere then offered a motion on behalf of the DAOC that the rules presented to the assembly be adopted. She called attention to a new rule governing the open discussion. Since the motion occasioned neither discussion nor objections, the chair declared the rules adopted by unanimous consent.

Again on behalf of the DAOC, Gere moved that the assembly approve the minutes of the 2002 meeting as printed in the May 2003 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, Michelle A. Massé (English, Louisiana State Univ., Baton Rouge) and Suzanne R. Pucci (French, Univ. of Kentucky), to the DAOC for three-year terms (2004–06). In the election of a delegate to serve on the Executive Council, Yolanda Martínez–San Miguel (Spanish, Univ. of Pennsylvania) was elected for a four-year term (2004–07). Voting from a slate of nominees selected by the 2003 officers of the association, the assembly elected Leslie A. Adelson (German, Cornell Univ.), Françoise Lionnet (French, Univ. of California, Los Angeles), and David Palumbo-Liu (comparative literature, Stanford Univ.) to the Nominating Committee for two-year terms (2004–05). Voting from a slate of nominees selected by the DAOC, the assembly elected the following persons to the Elections Committee for two-year terms (2004–05): Barbara Harlow (Univ. of Texas, Austin), Steven Mailloux (Univ. of California, Irvine), Gretchen Schultz (Brown Univ.), and Stephanie A. Smith (Univ. of Florida).

The assembly also elected Lina Bolzoni to honorary membership in the association.

3. The assembly received the DAOC's annual report. The chair called on Anne Ruggles Gere, chair of the DAOC, to present the report. Gere called attention to three points: that decisions made by the 2002 DAOC regarding procedures for the submission of items of new business had made the work of the 2003 committee easier, that the 2003 committee had implemented the 2002 decision to hold an open discussion during the present meeting, and that an orientation session for new delegates had been held the previous day and had helped prepare the approximately fifty attendees for the assembly meeting. Since there were no questions on the report, the chair proceeded to the next item on the assembly's agenda.

4. The assembly also received the report of the Executive Council, which dealt with the reasons for the council's decision not to forward to the membership two resolutions that the 2002 Delegate Assembly had approved. The council had reviewed the resolutions at its February 2003 meeting in accordance with the provisions of article 7.B.3 of the MLA constitution. The specific provisions that came into play during the council's review were as follows: (1) If the council finds that a resolution contains one or more erroneous statements, it will not forward the resolution to the membership for ratification. (2) If the council finds that a resolution could pose a threat to the association's continuing operation as a tax-exempt organization, it will exercise its fiduciary responsibility and withhold the resolution. Rosemarie Scullion presented the report to the assembly.

Resolution 2002-2 (see May 2003 *PMLA* 670–72) dealt with policies and practices at the University of California, Davis, affecting both probationary lecturers and long-term non-tenure-track faculty members. The council found that the material submitted with the resolution did not support the resolution's claim that "a category of long-term non-tenure-track faculty" at Davis was being "weaken[ed]." However, because the council also found that the resolution raised a number of serious issues related to the conversion of faculty lines, it decided

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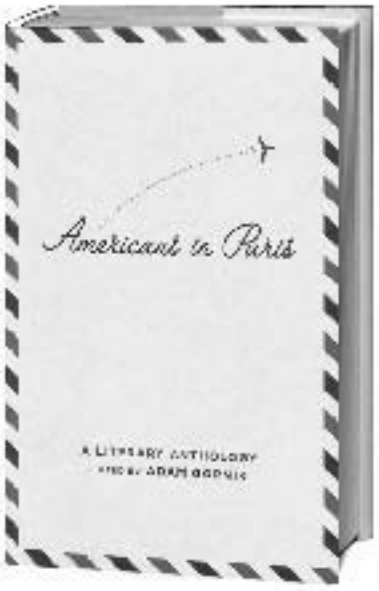
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to charge a subcommittee of its members to clarify the association's position on the issues raised in the resolution. The council subcommittee's report, which the full council had reviewed and accepted at the October 2003 council meeting, was presented to the assembly along with the council's recommendation that the assembly endorse it. [Note: The copyedited version of this report is included in the minutes of the council's October 2003 meeting and appears below, on pages 630–34.] The council concluded its report on this resolution by calling attention to the planned open discussion of contingent faculty appointments and expressing the hope that the discussion would help to identify other actions that the association might undertake.

The chair put to the assembly the question of whether it wished to endorse the report of the council's subcommittee on non-tenure-track faculty appointments. Since there was no discussion, the chair proceeded to a vote on the motion. The assembly approved it by a vote of 134 yes and 2 no.

The second resolution on which the council reported, Emergency Resolution 2002-B (see May 2003 *PMLA* 674–76), dealt with government spending on war, claimed that such spending caused cuts in funding for education and other services, and called for the MLA to "encourage funding allocation for education and services rather than war." The council's decision not to forward this resolution to the membership was based on two considerations: (1) The resolution's claim of a cause-and-effect relation between increased government spending on war and decreased spending on education was sufficiently unsubstantiated as to be considered erroneous. The funding of the GI Bill and the fact that there had been no cuts in federal education funding in recent years were cited in this regard, along with the fact that most education funding is determined at the state rather than the federal level. (2) The resolution raised a fiduciary concern. By taking a position on a matter that falls outside the association's chartered mission, the resolution could threaten the association's tax-exempt status. The council concluded its report on this resolution by noting that Resolution 2003-4 (see item 7 below) dealt with the same subject.

5. The assembly held an open discussion of two topics selected by the DAOC, scholarly publishing and contingent faculty appointments, on which delegates had received background information in advance of the assembly meeting. The chair asked Second Vice President Domna C. Stanton to preside over the open discussion. Stanton reminded delegates that one hour had been set aside for the open discussion, twenty minutes for the first topic and forty minutes for the second. She also reminded delegates of the rules that would govern the open discussion.

Reed Dasenbrock provided an introduction to the topic of scholarly publishing. He referred to the letter that Stephen Greenblatt had sent to the membership in May 2002 to call attention to serious problems in the publishing of scholarly books. Responses to the letter and discussion with representatives of university presses and the Association of Research Libraries had informed the council's consideration of the following initiatives: encouraging institutions to provide subventions to junior faculty members to help them publish their first books; encouraging institutions to provide more broadly conceived start-up packages to new junior faculty hires in the humanities, who could use the funds for a book subvention or for other purposes (e.g., travel to conferences, purchase of research materials); exploring alternatives to the printed book, including electronic publications; and working to change the system of evaluation of scholarship so that a variety of forms of scholarship, not just the book, would receive serious consideration in tenure and promotion reviews. Dasenbrock invited delegates to comment on what the MLA should be doing in these and other areas, and Stanton asked delegates to provide information about any initiatives undertaken on their campuses. A number of delegates expressed reservations about the idea of book subventions. Some noted the possibility that the availability of a subvention might influence a publisher's selection process. Others were concerned that scholars who did not have access to a subvention or whose institutions provided smaller subventions might be disadvantaged when submitting manuscripts to publishers. It was also noted that the provision of a subvention by an institution could have the negative effect of reinforcing the institution's claim to first copyright on a faculty member's work. One delegate suggested that some of these difficulties would be eliminated if presses established subvention-blind policies similar to the need-blind policies in place for college admissions. Delegates agreed that institutions should be encouraged to consider a variety of forms of scholarship (e.g., journal articles, editions, translations, edited anthologies) when reviewing faculty members for tenure or promotion and that it was important to identify and pursue new publishing ventures, including cooperative arrangements with foreign publishers. Increased support for journals was seen as desirable, as was reducing the amount of time needed for the review of manuscripts by book and journal publishers. One delegate encouraged discussion of the effects of the publishing crisis on graduate programs, which still focus on the production of dissertations that may never become books. It was also noted that faculty members in different fields have different experiences of the crisis in scholarly publishing, so initiatives to address the crisis need to be similarly varied.

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Rosemarie Scullion and Anne Ruggles Gere provided an introduction to the topic of contingent faculty appointments. Scullion reviewed the history of the MLA's involvement with the issues and asked delegates to comment on what was happening on their campuses and on what the MLA should be doing. Gere presented four areas of concern that had been raised at the previous day's open hearing: the ways in which gender plays out in the use of contingent faculty members, the effects of the accreditation process on the deployment of contingent faculty members, the often competitive relations between graduate student instructors and contingent faculty members, and the conversion of non-tenure-track to tenure-track positions. She encouraged further discussion of these areas as well as the introduction of new concerns. Several delegates drew attention to the various types of contingent faculty members who are most vulnerable. These include foreign nationals, whose job opportunities are limited; those who teach the less commonly taught languages, which are more at the mercy of budget cuts than other languages; faculty members who teach in programs (e.g., ethnic studies) and who therefore do not benefit from the more stable departmental structure; and women, who are disproportionately represented among contingent faculty members. Other delegates spoke about the treatment of contingent faculty members on their campuses. Also discussed were the economics underlying staffing policies. Departments will hire part-timers rather than full-timers as long as it costs them less to do so. Eliminating the differences in salary and benefits between part-timers and full-timers should lead to the hiring of more full-timers. Delegates also identified a number of means for improving the situation and working conditions of contingent faculty members. Among these were making use of both the accreditation and the departmental review processes to encourage better staffing practices; providing mentoring and other kinds of support that will assist adjuncts in their pursuit of full-time positions; and recognizing the contributions that adjuncts make to a department, perhaps by including them in departmental governance.

The open discussion came to a close after one hour, at which point the chair returned.

6. In the category of new business, there was one motion that had been received by the 15 October submission deadline and so could be discussed and voted on by the assembly. The motion (labeled Motion 2003-1) was submitted by Richard Ohmann and Leo Parascondola on behalf of the Radical Caucus in English and Modern Languages and read as follows:

> Whereas the Modern Language Association has repeatedly endorsed decent pay and working conditions for graduate students, teaching assistants, and adjunct faculty members; and
>
> Whereas many in MLA fields teach writing; and
>
> Whereas the Conference on College Composition and Communication at its 2003 convention established the Committee on Academic Quality, one of whose charges is to cosponsor with other professional associations conferences that address standards for high quality professional instruction;
>
> Moved that the MLA Executive Council and staff are asked to continue support of high quality writing instruction by cooperating with the CCCC's Committee on Academic Quality.

Lavina Shankar of the DAOC presented the motion to the assembly along with the DAOC's recommendation that the assembly adopt the motion. The chair explained the process of consideration for motions and 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 item to a vote. The chair then stated the question on the motion and called for discussion in accordance with the outlined procedure. Since no speakers came forward, the chair asked the assembly to vote. The assembly was unanimous in its approval of the motion. The vote was 130 in favor.

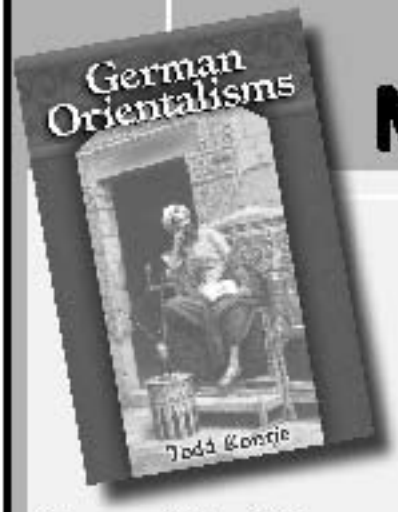
7. Also in the category of new business were four regular resolutions that were received by the 15 October submission deadline for resolutions. The first resolution, which was referred to as Resolution 2003-1, was submitted by Richard Ohmann on behalf of the Radical Caucus in English and Modern Languages. It read as follows:

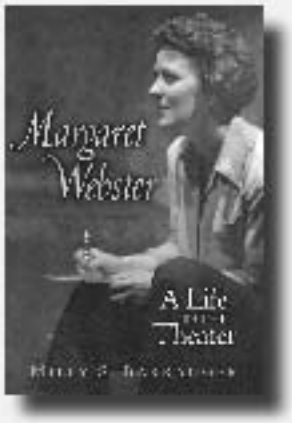
> Whereas in war time, governments commonly shape language to legitimate aggression, misrepresent policies, conceal aims, stigmatize dissent, and block critical thought; and
>
> Whereas distortions of this sort proliferate now, as in use of the phrase "war on terrorism" to underwrite military action anywhere in the world; and
>
> Whereas we are professionals committed to scrupulous inquiry into language and culture;
>
> Be it resolved that the Modern Language Association supports the right of its members to conduct critical analysis of war talk, in public forums and, as appropriate, in classrooms.

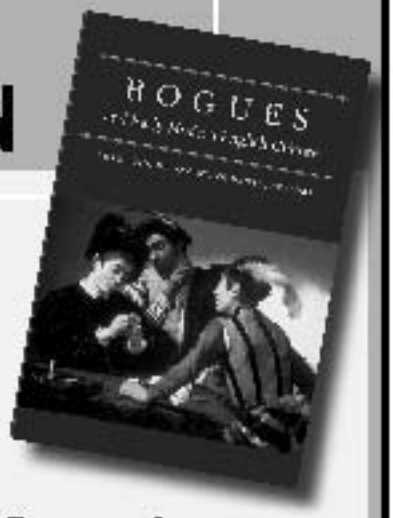
Miriam Echeverría presented the DAOC's recommendation that the assembly approve the resolution. The chair called for discussion of the *resolved* clause; Ohmann explained that the DAOC had requested a change in the language of the *resolved* clause, a change to which he had agreed. As a result, the resolution was a straightforward statement of support for members' First Amendment rights. The chair then called for discussion of the preamble. Since there was no discussion, the chair called for a vote on the motion to adopt the resolution.

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The assembly approved the resolution by a vote of 122 yes and 8 no.

The second resolution (designated Resolution 2003–2) was submitted by Jeffrey Boyd. It read as follows:

> Be it resolved that the Modern Language Association recommends that all members of the Yale community concerned with the question of union representation of graduate student teaching assistants take steps toward finding common ground for dialogue and establishing an atmosphere of mutual respect, and
>
> Be it further resolved that the MLA urges that the parties find a mutually acceptable forum for reaching some understanding about conduct that members of the Yale community regard as a genuine threat to their freedom of expression. That forum could be the NLRB if all parties so agreed or another forum devised by the parties.

Reed Dasenbrock presented the DAOC's recommendation that the assembly approve the resolution. The chair called for discussion of the *resolved* clauses. Boyd explained that the language of the resolution was drawn from a report issued by a panel that had held a public forum in New Haven in September 2003 to air concerns about activities related to graduate student unionization at Yale. He urged delegates to support the resolution. Since there was no further discussion, the chair called for a vote on the motion to adopt the resolution. The assembly approved the resolution by a vote of 130 yes and 4 no.

The third resolution, referred to as Resolution 2003–3, was submitted by Grover C. Furr on behalf of the Radical Caucus in English and Modern Languages. It read as follows:

> Whereas the U.S.A. Patriot Act U.S. government claims the right to define terrorism however it wishes;
>
> Whereas under said Act the U.S. government claims the right to spy on reading habits, web browsing, email activity and library borrowing habits, without court order, of anyone in an academic institution or elsewhere;
>
> Whereas intellectuals who engage in critical inquiry and political activism may be dubbed terrorists as a result of this spying; and
>
> Whereas citizens and non-citizens have already been detained as terrorists under this Act,
>
> Resolved: The MLA urges the repeal of the U.S.A. Patriot Act.

Rosemarie Scullion presented the DAOC's recommendation that the assembly adopt a substitute resolution. The text of the substitute resolution read as follows:

> Whereas the U.S.A. Patriot Act grants the U.S. government unwarranted power over investigations of terrorism, including the right to mount surveillance without court order on reading habits, Web browsing, e-mail activity, and library borrowing;
>
> Whereas the rights and academic freedom of those who engage in critical inquiry and political activism may be violated by this surveillance; and
>
> Whereas citizens and noncitizens have already been detained or deported under this Act;
>
> Be it resolved that the MLA urges the repeal of those sections of the U.S.A. Patriot Act that infringe on the rights of members of the academic community.

The chair explained that consideration of a substitute required first debate on and amendment of the original resolution and then debate on and amendment of the substitute before a vote could be taken on whether to accept the substitute in place of the original. Accordingly, the chair opened the floor for discussion of the original *resolved* clause. Those who supported the original *resolved* clause noted that it was unambiguous and appropriately broad, given the overwhelmingly flawed nature of the Patriot Act. In contrast, the substitute *resolved* clause was ambiguous because it did not specify which sections of the Patriot Act it referred to and was too limited in its focus on the rights of academics. DAOC members explained that the original *resolved* clause was not in keeping with the MLA's charter and constitution, which require that the activities of the association focus on the concerns of the modern language profession. The chair then called for discussion of the preamble to the original resolution. Furr said that the Radical Caucus was prepared to accept all the *whereas* clauses of the substitute resolution and asked the chair how best to accomplish this. Alanna Brown then proposed to amend the third *whereas* clause of the original resolution by substituting the word *people* for the word *intellectuals*. This amendment was seconded. In response to questions about how to combine the preamble of the substitute resolution with the *resolved* clause of the original resolution, the parliamentarian explained that Brown's amendment had to be disposed of before any other amendments could be considered. Because the amendment suggested by Furr included a change similar to that proposed by Brown, the chair asked Brown if she would withdraw her amendment so that the larger change could be considered. Brown agreed. The chair asked if there were any objections to the withdrawal of Brown's amendment. There were none. Reed Dasenbrock then proposed to amend the preamble of the original resolution by replacing it with the preamble of the substitute resolution. This amendment was seconded. After brief discussion, the chair called for a vote

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on this amendment. The assembly approved the amendment by a vote of 111 yes and 14 no.

The chair then called for discussion of the *resolved* clause of the substitute resolution. After brief discussion, George Scheper proposed to amend the *resolved* clause of the substitute resolution so that it read as follows: "Be it resolved that the MLA urges the repeal of the U.S.A. Patriot Act because it infringes on the rights of members of the academic community and those whom we serve." After asking for and receiving a second, the chair opened the floor for discussion of the amendment. At the conclusion of the discussion, which was brief, the chair read out the amendment and asked the assembly to vote. The assembly approved the amendment by a vote of 69 yes and 48 no.

The chair then proceeded to the vote on whether to accept the amended substitute resolution in place of the amended original resolution. He noted that both versions had the same preamble but different *resolved* clauses, which he read out. He added that delegates should vote yes if they wanted to consider the amended substitute *resolved* clause ("Be it resolved that the MLA urges the repeal of the U.S.A. Patriot Act because it infringes on the rights of members of the academic community and those whom we serve") and that they should vote no if they wished to consider the original *resolved* clause ("Resolved: The MLA urges the repeal of the U.S.A. Patriot Act"). The assembly accepted the amended substitute resolution by a vote of 60 yes and 59 no.

The chair opened the floor for discussion of the resolution as substituted. Since no speakers came forward, the chair asked the assembly to vote on the resolution. The assembly approved it by a vote of 110 yes and 8 no. The text of the resolution approved by the assembly read as follows:

> Whereas the U.S.A. Patriot Act grants the U.S. government unwarranted power over investigations of terrorism, including the right to mount surveillance without court order on reading habits, Web browsing, e-mail activity, and library borrowing;
>
> Whereas the rights and academic freedom of those who engage in critical inquiry and political activism may be violated by this surveillance; and
>
> Whereas citizens and noncitizens have already been detained or deported under this Act;
>
> Be it resolved that the MLA urges the repeal of the U.S.A. Patriot Act because it infringes on the rights of members of the academic community and those whom we serve.

The final regular resolution (designated Resolution 2003–4) was submitted by Julia Stein on behalf of the Radical Caucus in English and Modern Languages. It read as follows:

> Whereas the U.S. government spends $3.9 billion monthly on the "war on terrorism," recently proposing $87-billion more;
>
> Whereas a $2.3-trillion deficit is projected in Bush's first term—two-fifths attributable to tax cuts to the wealthy;
>
> Whereas government fiscal priorities have intensified defunding/privatization of higher education, e.g., as in California where 2003 budget cuts have caused a 90,000-student loss in access and loss of jobs and courses;
>
> Be it resolved the MLA deplores government war-making projects, and urges the withdrawal of troops and reallocation of funds to reverse inattention to, and grave deficits in, funding of education and other human services.

Reed Dasenbrock presented the DAOC's recommendation that the assembly adopt a substitute resolution. The text of the substitute resolution read as follows:

> Whereas current U.S. federal and state fiscal priorities have intensified the defunding and privatization of higher education, leading to severe budget cuts and tuition increases at many universities, imposing undue hardships on undergraduates, and disproportionately affecting the poor;
>
> Be it resolved that the MLA deplores the underfunding of education and urges U.S. state and federal legislatures to commit themselves to significantly greater levels of funding for higher education in the recognition that America's colleges and universities are critical to the future of American democracy.

Dasenbrock explained that the substitute resolution focused on the issue of funding for education and eliminated all war-related language because such language was clearly not in keeping with the association's charter. He noted further that the original resolution was too broad in its opposition to all war and was vague in its general call for troop withdrawal. Once again, in accordance with the procedure for consideration of a substitute resolution, the chair opened the floor for discussion of the original *resolved* clause. Grover Furr urged support for the original *resolved* clause and asked delegates not to concern themselves with the possibility that the Executive Council might reject the resolution. Following a suggestion made by Richard Ohmann, James Phelan proposed to amend the *resolved* clause of the original resolution so that it read as follows: "Be it resolved the MLA urges the withdrawal of troops from Afghanistan and Iraq and reallocation of funds to reverse inattention to, and grave deficits in, funding of education and other human services." The chair asked for and received a second and then opened the floor for discussion of the amendment. After brief discussion, the chair read out

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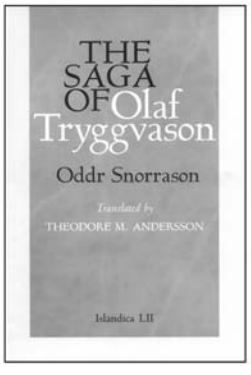
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the amendment again and asked the assembly to vote. The assembly approved the amendment by a vote of 64 yes and 31 no.

The chair then called for discussion of the preamble of the original resolution. Leo Parascondola, noting that the third *whereas* clause contained a syntactic error, proposed the following correction: "Whereas government fiscal priorities have intensified defunding/privatization of higher education, e.g., as in California where 2003 budget cuts have denied access to higher education for 90,000 students and a loss of academic jobs and courses." The chair asked if there were any objections to making the proposed change to the third *whereas* clause. Since there were none, the chair ruled that the corrected *whereas* clause took the place of the original language. Timothy Austin, noting that the reference to tax cuts in the second *whereas* clause introduced a completely separate issue that lessened the resolution's focus on military spending, proposed to amend that *whereas* clause by striking the entire clause. After brief discussion, the chair asked the assembly to vote on the amendment to strike the second *whereas* clause. The assembly approved the amendment by a vote of 82 yes and 16 no.

Shifting to the proposed substitute resolution, the chair called for discussion of the substitute's *resolved* clause. No speakers came forward. In response to the chair's call for discussion of the preamble of the substitute resolution, one speaker urged support for the original resolution as amended. The chair then proceeded to the vote on whether to accept the substitute resolution proposed by the DAOC in place of the amended original resolution. The assembly rejected the proposed substitute resolution by a vote of 45 yes and 51 no.

The chair opened the floor for discussion of the original resolution as amended. Discussion focused on the advisability of calling for the withdrawal of troops, and speakers commented on both sides of the issue. A motion to close debate was made and seconded, and the chair called for a vote on the motion, which was not debatable and required a two-thirds vote for passage. The assembly closed debate by a vote of 93 yes and 7 no. The amended original resolution therefore came to an immediate vote. It was approved by a vote of 63 yes and 35 no. The text of the resolution approved by the assembly read as follows:

> Whereas the U.S. government spends $3.9 billion monthly on the "war on terrorism," recently proposing $87-billion more;
>
> Whereas government fiscal priorities have intensified defunding/privatization of higher education, e.g., as in California where 2003 budget cuts have denied access to higher education for 90,000 students and a loss of academic jobs and courses;
>
> Be it resolved the MLA urges the withdrawal of troops from Afghanistan and Iraq and reallocation of funds to reverse inattention to, and grave deficits in, funding of education and other human services.

8. Also in the category of new business was one "emergency" resolution—so designated because it was received after the 15 October deadline for submission of regular resolutions. It had been submitted to the DAOC during the Open Hearing on Resolutions on 28 December. The text of the emergency resolution was 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 emergency resolution, designated Emergency Resolution 2003-A, was submitted by Paul Lauter, Patricia Keeton, Sophia A. McClennen, Gregory Meyerson, and Leo Parascondola on behalf of the Radical Caucus in English and Modern Languages. It read as follows:

> Whereas recent congressional legislation and hearings such as those related to Title VI funding represent a trend towards increased policing and censorship of higher education;
>
> Whereas the critical approaches of students and scholars in the humanities have often been the focus of these debates;
>
> Whereas international students and scholars across North America are especially likely to be targeted by this trend;
>
> Resolved that the MLA opposes all federal legislation that seeks to impose government controls on academic inquiry and that creates a hostile environment for teaching and learning.

Roberta Krueger presented the emergency resolution to the assembly and noted that the DAOC recommended consideration of the emergency resolution. The chair then put to the assembly the question of whether it wished to consider the resolution. The vote on this procedural motion was 68 yes and 11 no, which was sufficient to allow the assembly to discuss and take action on the resolution. Krueger then presented the DAOC's recommendation that the assembly adopt a substitute resolution whose language focused more precisely on the imposition of government controls over academic programs at the level of curriculum or instruction. The text of the substitute resolution read as follows:

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

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> Whereas the critical approaches of students and scholars in the humanities have often been the focus of these proceedings;
>
> Whereas international students and scholars across North America are especially likely to be targeted by this trend;
>
> Resolved that the MLA opposes federal legislation like HR 3077 that seeks to impose government controls on higher education at the level of curriculum or instruction.

The chair called for discussion of the *resolved* clause of the original resolution. McClennen urged support for the original *resolved* clause because the scope of the substitute's language was too narrow. She noted that the government's proposals were not limited to oversight of curriculum and instruction but would extend to surveillance of graduate students in the modern languages and their teachers and to scrutiny of teaching materials. Reed Dasenbrock noted that the problem posed by the language of the original *resolved* clause was its infinite broadness. He argued that some forms of academic inquiry, such as research that involves human subjects, should be subject to government controls. McClennen then proposed an amendment to the original *resolved* clause that responded to Dasenbrock's objection. This amendment was seconded. When the chair read out the amendment, two delegates called attention to two syntactic problems. The chair asked if there were any objections to correcting these problems. Since there were none, the amendment was corrected. It read as follows: "Resolved that the MLA opposes federal legislation such as HR 3077 that seeks to impose government controls on academic inquiry that create a hostile environment for teaching and learning." The chair reread the proposed amendment before asking the assembly to vote on it. The assembly was unanimous in its approval of the amendment. The vote was 78 in favor.

The chair then called for discussion of the preamble of the original resolution. McClennen proposed to amend the preamble of the original resolution by replacing it with the preamble of the substitute resolution. She noted that the preambles differed by a single word at the end of the second *whereas* clause. This amendment was seconded, and the chair called for discussion. Since there was none, the chair put the amendment to a vote. The assembly was unanimous in its approval of the amendment. The vote was 75 in favor.

Shifting to the proposed substitute resolution, the chair called for discussion of the substitute's *resolved* clause. A motion to close debate was made and seconded, but the chair, having determined that no one wished to debate the substitute resolution, announced that there was no need to put that motion to a vote. He proceeded instead to the vote on whether to accept the substitute resolution proposed by the DAOC in place of the amended original resolution. The chair noted that the two versions of the resolution differed only in their *resolved* clauses, both of which he read out. The assembly rejected the proposed substitute resolution by a vote of 24 yes and 49 no.

The chair opened the floor for discussion of the original resolution as amended. Since there was none, the chair asked the assembly to vote. The assembly approved the amended original resolution by a vote of 72 yes and 3 no. The text of the resolution approved by the assembly read as follows:

> Whereas recent congressional legislation and hearings such as those related to Title VI funding represent a trend towards increased policing and censorship of higher education;
>
> Whereas the critical approaches of students and scholars in the humanities have often been the focus of these proceedings;
>
> Whereas international students and scholars across North America are especially likely to be targeted by this trend;
>
> Resolved that the MLA opposes federal legislation such as HR 3077 that seeks to impose government controls on academic inquiry that create a hostile environment for teaching and learning.

9. 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.

10. 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 Scholarly Editions, 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 chair opened the floor for questions and comments. There were none.

11. The chair called for announcements; there were none.

12. Since there was no further business before the assembly, the chair declared the 2003 meeting of the Delegate Assembly adjourned sine die at 5:00 p.m.

Delegates in attendance:

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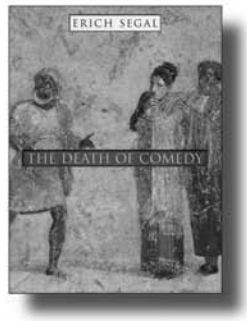
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Delegates Representing Regional MLAs: Albrecht Classen, Donald R. Dickson, Lorely French, Josephine Ann McQuail.

Officers and Members of the Executive Council: Reed Way Dasenbrock, Tey Diana Rebolledo, Rosaura Sánchez, Amada Sandoval, Robert Scholes, Rosemarie Scullion, Sidonie Smith, Domna C. Stanton, Katie Trumpener.

Members of the Delegate Assembly Organizing Committee: Miriam B. Echeverría, Anne Ruggles Gere, Roberta Krueger, Lavina D. Shankar.

Parliamentarian: Martha S. Grise.

Clerk: Rosemary G. Feal.

Meeting of the MLA Executive Council

[Note: The Executive Council voted to approve these minutes at its February 2004 meeting.]

The council met on 24–25 October 2003 at the MLA office in New York. President Mary Louise Pratt presided. The officers present were First Vice President Robert Scholes, Second Vice President Domna C. Stanton, and Executive Director Rosemary G. Feal. The Executive Council members present were K. Anthony Appiah, Michael Bérubé, Judith Butler, Reed Way Dasenbrock, Nancy K. Miller, Elisabeth Mudimbe-Boyi, Tey Diana Rebolledo, A. LaVonne Brown Ruoff, Rosaura Sánchez, Amada Sandoval, Rosemarie Scullion, Sidonie Smith, and Katie Trumpener. The MLA staff members present were 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.

The council began by meeting with the Delegate Assembly Organizing Committee (DAOC), which had convened on 22–23 October to review assembly and association business. Anne Ruggles Gere, the chair of the committee, reported that the four resolutions and one motion received by the 15 October deadline had all been properly submitted, along with the required documentation. This welcome change from the previous year was attributed to the 2002 DAOC's decisions regarding strict enforcement of the constitutional provisions governing the resolution process. Gere also apprised the council of the committee's plans to hold an open discussion during the assembly meeting of two important professional issues, the crisis in scholarly publishing and the difficulties surrounding the conversion of non-tenure-track to tenure-track faculty lines, and to host an orientation session for new delegates on the day before the assembly meeting. Committee members then presented

https://doi.org/10.1632/003081204X20857 Published online by Cambridge University Press