

CANDIDATE INFORMATION

2021 MLA Elections

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CANDIDATE INFORMATION

2021 MLA Elections

Note: To be counted, online ballots must be submitted by 11:59 p.m. EST on 10 December 2021, and paper ballots must be received at the MLA office no later than 10 December 2021.

Notes on Association Governance

- Two elected bodies play a role in association governance. The Executive Council is a fiduciary body and has responsibility for managing the business of the association. It has seventeen voting members (the three officers and fourteen members) and one nonvoting member (the executive director). The Delegate Assembly, which has just over three hundred voting members, recommends actions to the council regarding the conduct of association business and the association's directions, goals, and structure.
- The MLA constitution (see www.mla.org/About-Us/Governance/MLA-Constitution) outlines the specific duties of the officers, the council, and the assembly in articles 5, 7, and 9, respectively.

Elections for Second Vice President, Executive Council, Delegate Assembly

- MLA elections are held annually in the fall to elect a second vice president of the association and to fill vacancies on the Executive Council and in the Delegate Assembly. Nominations for the second vice president and Executive Council elections have been made by the Nominating Committee, whose members are elected by the Delegate Assembly. Nominations for professional-issues and regional seats in the Delegate Assembly have been made by the Elections Committee, whose members are also elected by the Delegate Assembly. Nominations for forum seats in the assembly have been made by the membership and the executive committees of the forums that are holding elections this year.
- Nominees to these elected positions in the association are asked to submit biographical summaries and are invited to submit statements on matters of professional concern. This document contains summaries and statements submitted by this year's nominees, and it is intended for use by those members who request paper ballots for the 2021 elections. Candidate information appears in the same order as the nominees' names appear on the paper ballot, and, for the Delegate Assembly elections, the number preceding each nominee's name corresponds to the number assigned to the nominee on the ballot. Specific details about each of the election categories precede the candidate information for that category.
- The candidate information in this document is also included in the online ballot system that all voting members of the association have been invited to use to cast their votes in the 2021 elections. In the online system, the names of the candidates for second vice president, the Executive Council, and the Delegate Assembly are links. Clicking on a candidate's name will open a window containing the candidate's biographical summary and election statement.

Elections for Forum Executive Committees

- Elections are held each fall to replace outgoing members of the executive committees. Nominations are made by the membership and by the executive committees.

- Eligibility to vote in these elections is determined by voters' primary forum affiliations, as recorded in their membership profiles. Changes to primary forum affiliations are not allowed while voting is under way.
- Voters using the online system will be asked to vote in the executive committee contests for the forums with which they have primary affiliations. Voters using the paper ballot will need to follow the instructions for voting that appear on the paper ballot sheet.

Making Suggestions for the 2022 Executive Committee Elections

- At the bottom of the paper ballot is a space that members can use to suggest nominees for the 2022 executive committee elections. Names written in on the ballot will be forwarded to the appropriate executive committees, which must select at least one nominee each year from the names suggested by the membership (unless there are too few suggestions).
- It is also possible to suggest nominees through the MLA website. When exiting the online ballot system, members will be given the opportunity to use the online suggestion form. The form can also be accessed directly from the Committees page.

Abbreviations Used in Biographical Summaries

AAAS	Association for Asian American Studies
AATF	American Association of Teachers of French
AATG	American Association of Teachers of German
AATI	American Association of Teachers of Italian
AATSEEL	American Association of Teachers of Slavic and East European Languages
AATSP	American Association of Teachers of Spanish and Portuguese
AAUP	American Association of University Professors
AAUW	American Association of University Women
ACLA	American Comparative Literature Association
ACLS	American Council of Learned Societies
ACTFL	American Council on the Teaching of Foreign Languages
ADE	Association of Departments of English
ADFL	Association of Departments of Foreign Languages
ASA	American Studies Association
ASECS	American Society for Eighteenth-Century Studies
AWP	Association of Writers and Writing Programs
CCCC	Conference on College Composition and Communication
CEA	College English Association
CIES	Council for International Exchange of Scholars
CLA	College Language Association
DAAD	Deutscher Akademischer Austauschdienst (German Academic Exchange Service)
ETS	Educational Testing Service
FIPSE	Fund for the Improvement of Postsecondary Education
FLAS	Foreign Language and Area Studies (fellowship prog. in the US Dept. of Educ.)
HASTAC	Humanities, Arts, Science, and Technology Alliance and Collaboratory

ICLA	International Comparative Literature Association
IREX	International Research and Exchanges Board
LASA	Latin American Studies Association
MELUS	Society for the Study of the Multiethnic Literature of the United States
MMLA	Midwest Modern Language Association
NACCS	National Association for Chicana and Chicano Studies
NCTE	National Council of Teachers of English
NDEA	National Defense Education Act
NEA	National Endowment for the Arts
NEH	National Endowment for the Humanities
NEMLA	Northeast Modern Language Association
NWSA	National Women's Studies Association
PAMLA	Pacific Ancient and Modern Language Association
RMMLA	Rocky Mountain Modern Language Association
SAMLA	South Atlantic Modern Language Association
SCMLA	South Central Modern Language Association
SSHRC	Social Sciences and Humanities Research Council of Canada
SSRC	Social Science Research Council (New York)
TESOL	Teachers of English to Speakers of Other Languages
WCML	Women's Caucus for the Modern Languages
WPA	Council of Writing Program Administrators

Part I: Voting for Second Vice President

The person elected second vice president will serve in that office from 10 January 2022 through the close of the January 2023 convention and will automatically become first vice president in 2023, serving in that office through the close of the January 2024 convention, and president of the MLA in 2024, serving in that office through the close of the January 2025 convention. This year all nominees are from the field of English or American language and literature; the MLA constitution (article 6.D) stipulates that the second vice president shall be elected from the field of English or American only in alternate years. (From 10 Jan. 2022 through 8 Jan. 2023, the first vice president will be Frieda Ekotto, Afroamerican and African studies and comparative literature, University of Michigan, Ann Arbor, and the president will be Christopher John Newfield, English, Independent Social Research Foundation.)

Vote for one candidate.

Koritha Mitchell. Professor African American Literature, Ohio State University, Columbus PhD, University of Maryland, College Park. Faculty adviser, Black Student Theatre Network, Ohio State Univ, Columbus (OSU), 2008–09; University Senator, OSU, 2014–17; member, search committee, Charlotte S. Huck Endowed Professor of Children's Literature, College of Education and Human Ecology, OSU, 2019–20. Postdoctoral Fellowship, Ford Foundation, 2007–08; Postdoctoral Fellowship, American Association of University Women (AAUW), 2009–10; Postdoctoral Fellowship, Notre Dame Institute for Advanced Study, 2016–17. Society for the Study of American Women Writers Book Award, 2012; American Theatre and Drama Society Prize for Outstanding Scholarship (2012); Certificate of Congressional Recognition after lecture at the Library of Congress, 2014; Undergraduate Professor of the Year, OSU English Undergraduate Organization, 2018. Member, Conference Planning Committee (2008–10), elected cochair, Conference Planning Committee (2009–10), Regional Liaison for fellows in Ohio, West Virginia,

and Western Pennsylvania (2011–), member, Senior Ford Fellows Conference Planning Committee (2017–18), member, Senior Ford Fellows Steering Committee (2017–19), review panelist for fellowship competitions (2016–21), and chair, Review Panel for fellowship competitions (2020–21), The Ford Foundation Fellows Program; member, Errol Hill Book Award Committee (2009), chair, Errol Hill Book Award Committee (2010), Nominating Committee (2010–12), Career Session Coordinator for the 2011, 2012, and 2013 conferences, member, Executive Committee (2014–15), and co-organizer, National Conference (2018–19), American Society for Theatre Research (ASTR); mentor, Career Enhancement Postdoctoral Fellowship Awardee (2013–14) and review panelist, Career Enhancement Postdoctoral Fellowship Program (2014), Woodrow Wilson Foundation; chair, Essay Prize Committee, 2013–15, *African American Review*; chair, Wise-Susman Student Paper Prize Committee (2017, 2018), and chair, R. H. Gabriel Dissertation Prize Committee (2020), American Studies Association; board member, Society of Senior Ford Fellows, 2019–21. MLA activities: Committee on the Literatures of People of Color in the United States and Canada, 2013–16; forum executive committee, LLC African American, 2016–Jan. 2021. Advisory and editorial boards, Society for the Study of American Women Writers, 2012–15; *Tulsa Studies in Women's Literature*, 2018–20, *James Baldwin Review*, 2020–25. Associate editor, *The Broadview Anthology of American Literature*, 2020–.

Publications include *Living with Lynching: African American Lynching Plays, Performance, and Citizenship, 1890–1930* (2011); *From Slave Cabins to the White House: Homemade Citizenship in African American Culture* (2020; named a Best Book of 2020 by *Ms. Magazine*); ed., *Broadview Edition of Iola Leroy (1892) by Frances Harper* (2018); contrib., *Gender and Lynching: The Politics of Memory* (2011), *Toni Morrison: Forty Years in the Clearing* (2012), *Black Performance Theory: An Anthology of Critical Readings* (2014), *Approaches to Teaching Baraka's Dutchman* (2018), *Violence from Slavery to #BlackLivesMatter: African American History and Representation* (2019); work in the following journals: *American Quarterly*, *Callaloo*, *African American Review*, *Journal of American History*, *Journal of African American History*, *Legacy*, *Theatre Journal*, *American Literature*.

Statement:

Throughout my career, the MLA has set standards to address inequities in the profession. I have therefore heard the most privileged among us insist that MLA is now more about professional issues than about what they fell in love with, the study of languages and literatures. That sentiment suggests that the MLA offers a strong foundation on which to build.

A commitment to languages and literatures empowers independent scholars and those in 2-year and 4-year institutions to engage discourses and practices, the words and deeds that shape cultures. MLA members can therefore help make cultures less hostile for more people, and I will continue to challenge us all to do precisely that—in every space we enter, from whatever position we occupy.

Tenured employees must see their commonality with contingent workers (the new faculty majority), and white scholars must grapple with their unearned advantages so they can stop undermining everyone else without even noticing they're doing it. MLA members are “stewards of humanistic scholarship,” and I will build on the work already begun to demonstrate the value of the humanities for every individual in challenging times. The efforts well underway include those that address COVID-19; contingent labor contracts; standards for judging rigor; preparation for a range of careers; acknowledging the independence of colleges and universities while pressing for shared governance; and much more.

My participation in #Ferguson2MLA and the 2016–17 efforts toward a boycott of Israeli institutions confirmed my belief that MLA can encourage every member to be more justice oriented.

Dana A. Williams. Professor English and Dean of the Graduate School, Howard University PhD, Howard University. Lecturer, Department of English Howard University (HU), 1998–99; director, undergraduate studies in English, HU; associate chair of English, HU, 2006–09; chair of English, HU, 2009–19; interim dean of the Graduate School, HU, 2019–21; Dean of the Graduate School, HU, 2021–. Previous appointment: Louisiana State University, Baton Rouge, 1999–2003. Ford Foundation Fellowship Postdoctoral Award, Northwestern University, 1999–00; NEH fellowships and grants, 2009, 2013, 2016, 2019; HBCU Faculty Fellow, John Hope Franklin Humanities Institute at Duke University, 2008–09. Faculty Research Grant, 2004–08; College of Arts and Sciences Honors Program co–teacher of the year, HU, 2007; Center for Teaching, Learning, and Assessment exemplary syllabus award, HU, 2009; nominee, National Council on the Humanities, 2016. Phi Beta Kappa Society. English language representative (2010–12), vice president and program chair (2012–14), and president (2014–16), CLA; board member, Judge Alexander Williams Center for Education, Justice, and Ethics, 2015–; president, Toni Morrison Society, 2018–21; member, board of directors, ACLS, 2021–; manuscript reviewer, *Journal of Ethnic American Literature* (2015–); *MELUS* (2018–), *Oxford Research Encyclopedia of Education* (2020–). MLA Activities: Committee on the Literatures of People of Color in the United States and Canada, 2006–09; ADE Executive Committee, 2012–Jan. 2015 (pres. 2014–Jan. 2015); forum exec.comm., LLC African American, 2012–Jan. 2017; Executive Council, 2017–Jan. 2021; Delegate Assembly, 2017–Jan. 2021; executive council adviser, Committee on Contingent Labor in the Profession, 2018–Jan. 2021; executive council adviser, Committee on the Status of Graduate Students in the Humanities, 2020–21. Advisory and editorial boards: *A-Line: A Journal of Progressive Thought*, 2021–; Furious Flower Poetry Center, 2021–; Hurston/Wright Foundation, 2018–.

Publications include “*In the Light of Likeness—Transformed*”: *The Literary Art of Leon Forrest* (2005); editor, *African American Humor, Irony, and Satire: Ishmael Reed, Satirically Speaking* (2007), *Conversations with Leon Forrest* (2007), *Contemporary African American Fiction: New Critical Essays* (2009), coed., *August Wilson and Black Aesthetics* (2004); contrib., *New Essays on the African American Novel: From Hurston and Ellison to Morrison and Whitehead* (2008), *From the Plantation to the Prison: African American Confinement Literature* (2008), *The Funk Era and Beyond: New Perspectives on Black Popular Culture* (2008), *Approaches to Teaching Their Eyes Were Watching God* (2009), *The Cambridge Companion to African American Women Writers* (2009), *August Wilson: Completing the Twentieth-Century Cycle* (2010), *Contemporary African American Literature: The Living Canon* (2013), *Memory and Meaning: Essays in Honor of Toni Morrison on Her 80th Birthday* (2014), *The Trouble with Post-Blackness* (2014), *Approaches to Teaching the Plays of August Wilson* (2016; work in the following journals: *PMLA*, *African American Review*, *College Language Association Journal*, *Zora Neale Hurston Forum*, *Bulletin of Bibliography*, *Studies in American Fiction*, *Profession*, *Langston Hughes Review*, *American Literary History*, *VP Annual*, *ADE Bulletin*, *International Journal of the Humanities*).

Statement:

The persistent crisis in the humanities is one we cannot escape. We can, however, focus our attention on creating useful responses to the most pressing issues—academic labor challenges, advocacy for humanities study and its value, and diversity and inclusion matters in higher education.

We must make clear in an academic way the value of tenure-able and full-time teaching positions—equally important as a public good and as a stabilizing function inside and outside of classrooms. Threats to tenure are indeed threats to academic excellence and academic freedom. Even as humanities education continues to change to consider workforce development and advances in technology, humanities advocacy must continue to resist corporate principles that value cost efficiency over critical thinking skills, which contribute to enacting democracy. The study of languages and literatures (and related technologies) helps us understand values and identities and fosters the creativity we need to imagine a better society. Diversity and inclusion matters complement ongoing efforts to decolonize the curriculum to give voice to viewpoints and perspectives that create equitable pathways for learning, thinking, and being.

I will support the council and the association’s ongoing efforts in this regard and support alliances that strengthen the humanities while imagining the ways we must change and grow. My administrative and leadership skills and my work on the council and with the association over the years affirm my confidence in our ability to do this work together.

Part II: Voting for At-Large Members of the Executive Council

Three persons will be elected for four-year terms that will begin 10 January 2022 and run through the close of the January 2026 convention. The MLA constitution (article 8.A.5) stipulates that the at-large membership of the council must include at least one and no more than six representatives from each of the following fields: English or American, French, German, Spanish, and other (e.g., other languages and literatures, comparative literature, folklore, linguistics). Since all these fields will continue to be represented on the council in 2022, candidates from any field may be elected this year. In addition, because no designated field is represented by more than two council members, all three persons elected this year may be from the same field.

The same section of the MLA constitution contains one other provision pertaining to the composition of the council: the at-large membership of the council “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.” Because regular members compose 63.1% of the membership, they are constitutionally entitled to eight of the twelve at-large council seats. Since seven of the nine at-large members of the council with continuing terms in 2022 are regular members (see the listing below, in which student members are marked with an * and life members are marked with a §), one and only one regular member must be elected. The other two persons elected must come from the other membership categories.

Esther Allen, translation studies, Baruch College, City University of New York (2021–12 January 2025)

Rebecca Colesworthy, English, State University of New York Press (2021–12 January 2025)

Erin D. Graff Zivin, comparative literature, University of Southern California (2021–12 January 2025)

Ann Kalscheur Suarez, Spanish, San Diego, CA (2019–8 Jan. 2023)
 *Lisa Karakaya, French, Graduate Center, City Univ. of New York (2020–7 Jan. 2024)
 Anjali Prabhu, Wellesley Coll. (2019–8 Jan. 2023)
 §Jahan Ramazani. English, Univ. of Virginia (2020–7 Jan. 2024)
 Ignacio Sanchez Prado, Spanish, Washington Univ. in St. Louis (2020–7 Jan. 2024)
 Julie Shoults, Muhlenberg Coll. (2019–8 Jan. 2023)

Vote for any three nominees.

***Ama Bemba Adwetewa-Badu.** Graduate student English, Cornell University

MA, Cornell University. Member, Presidential Search Committee, Massachusetts College of Liberal Arts, 2014–15; graduate student representative, Board of Trustees Community Affairs and Social Responsibility Committee, Clark University (CU), 2016–17; cochair, Graduate Mentoring and Recruitment Coordinator, Department of Literatures in English (2018–20); English Graduate Student Organization Elected Member, Department of Literatures in English (2018–20); Graduate Resident Fellow, William T. Keeton House (2018–); cofounder, Comparative Black Studies Working Group, Cornell University, 2019–; cofounder, Framing the Global: Systems, Networks, Worlding and Globalization Reading Group (2019–20), University Accreditation Committee Member (2020), House Professor Search Committee Member (2020), Cornell University; Alumni Board of Trustees, President’s appointee, Massachusetts College of Liberal Arts, 2019–present. Ford Foundation Dissertation Fellowship, Ford Foundation, 2021–22; John and Abigail Adams Scholarship, State of Massachusetts, 2012; Presidential Scholarship, Massachusetts College of Liberal Arts (MCLA), 2012; Lee Hamilton Ransford Scholarship, MCLA, 2014; Mitchell West Opportunity Scholarship, MCLA, 2014; Ruth and Nicholas Boraski Scholarship, MCLA, 2014; travel grant for research in the United Kingdom, MCLA, 2014; Scholar Appointment, CU, 2015–17; graduate student travel grant, 2016, CU; Sage Fellowship, Cornell University, 2017, 2020; Colgate Writer’s Scholarship, Colgate University, 2019 (deferred); Graduate Fellowship in the Digital Humanities, Society for the Humanities and Cornell University Library, 2019; Ford Foundation Pre-Doctoral Fellowship (honorable mention), Ford Foundation, 2020; Society for the Humanities Dissertation Fellowship (honorable mention), 2020. Inductee, Alpha Chi, 2014; inductee, Lambda Iota Tau, MCLA, 2015; L. Ron Hubbard “Writers of the Future” science-fiction short story contest (honorable mention; “More than Metal”), 2015; Newman Civic Fellowship, Campus Compact, MCLA, 2015; Alumna of the Year, MCLA, 2018. Vice chair, African Literature Association Graduate Student Caucus, 2016–17; graduate student travel awards judge, CU, 2016; chair, creative writing panel, African Literature Association Conference, 2017; website and communications assistant (2017) and Graduate Student Caucus media chair, (2017–18), African Literature Association. Conference presentations: English Department Graduate Colloquium, CU, spring and fall 2016; Clark University Multi-Disciplinary Conference, April 2017; African Literature Association, 2016, 2017; NMLA 2017, 2019; MLA, 2020; Regional Poetics, Now and Then Symposium, Cornell University, July 2020; Symposium on African Storytelling, University of Kansas, October 2020; Conversations on Capitalist Crises in Poetry, Parts I and II, University of Zurich, University of Mannheim, and University of Würzburg, November 2020 and July 2021; ACLA, 2021; keynote speaker, Van Burd Memorial Lecture, Distinguished Voices in Literature Speaker Series, State University of New York, Cortland, March 2021; keynote speaker, MCLA Undergraduate Research Conference, April 2021.

Publications include work in the following journals: *Modernism/Modernity Print+*, *The Black Scholar*, *Comparative Literature Studies*.

Statement:

I am honored to stand for election to the MLA Executive Council. As a graduate student member of the MLA, I am invested in the critical role the organization has in supporting the development of early-career scholars and shaping the academic landscape that teachers, scholars, students, and allied professionals of language, literature, and cultural studies find themselves in today. Likewise, the changing landscape of higher education necessitates new and robust forms of support for early-career scholars as well as increased advocacy for the place of our fields beyond the academy.

As a member of the Executive Council, I would advocate for the continued development of sustainable avenues through which early-career scholars might find resources and support for publicly engaged work. Particularly, supporting the engagements, partnerships, affiliations, and support networks the MLA has with scholars in the global south is of great importance to me. In a similar vein, I am interested in developing expanded protections and advocating for international students and scholars. Many of these issues were central to the work I did as vice-chair (2016–17) and media chair (2017–18) of the Graduate Student Caucus of the African Literature Association. In these roles, I worked with members to increase our engagement with graduate students in order to support career development and other identified needs across regional and national borders.

As such, I am eager to join the MLA Executive Council to join ongoing conversations that emphasize the vital role of scholars in our society.

***Shinjini Chattopadhyay.** Graduate student English, University of Notre Dame
MPhil, Jadavpur University, India. Current appointment: Marion L. Brittain Postdoctoral Fellow, Writing and Communication Program, Georgia Institute of Technology.

Quality of Life Chair, Graduate Students Union, University of Notre Dame (ND), 2017–19; Applied Academic Leadership Fellow, ND, 2019; Co–Vice President, Graduate Students Union, ND, 2019–20; Member of Executive Committee, Writing Center, ND, 2021. Notebaert Professional Development Grant, Graduate School, ND, summer 2017; Andrew Mellon Fellowship to attend *The Archive: Theory, Form, Practice*, Newberry Library, Chicago, fall 2018; Research Travel Grant, Keough Naughton Institute for Irish Studies, ND, 2019 and 2017; Research Grant, Gender Studies Program, ND, summer 2019; Graduate Fellow, Nanovic Institute for European Studies, ND, 2019–20; Travel Grant, ACLA, spring 2020; Conference Presentation Grant, Graduate Students' Union, ND, 2021, 2019, and 2017. The Wertheim Prize (for best paper by a graduate student), American Association for Australasian Literary Studies, 2013; Distinguished Dissertation Chapter Award (honorable mention), Department of English, ND, 2020; Outstanding Graduate Student Teacher Award, the Graduate School and the Kaneb Centre for Teaching and Learning, ND, 2021; The Nichols Award (for best paper presented by a graduate student), British Commonwealth and Postcolonial Studies Conference, 2021. Conference co-organizer, Nanovic Institute of European Studies, ND, 2020; conference support, Modernist Studies Association Annual Conference, summer-fall 2021. Conference presentations: International James Joyce Symposium, University of London, 2016, 2018, and 2021; Modernist Studies Association Annual Conference, November 2018; MLA, 2021; NEMLA, 2021; ACLA, 2021; American Conference for Irish Studies, June 2021; Annual International Conference on Virginia Woolf, June 2021.

Publications include contrib., *Shakespearean Joyce / Joycean Shakespeare* (2016), *Disnarration: The Unsaid Matters* (2016), *Genesis Fields: James Joyce and Genetic Criticism* (2018); work in the following journals: *Modernism/Modernity* *Print+* (coauthor); *James Joyce Quarterly* (forthcoming).

Statement:

I am honored to stand for election to the MLA Executive Council. If elected, I will advocate for graduate students and underrepresented scholars by formulating practices that foster inclusivity,

transparency, and equity within the profession. Informed by my first-hand experiences as an international graduate student and a woman of color, I will strive to make the MLA a welcoming space for BIPOC, first-gen, transgender and non-binary scholars and advocate for instituting policies against instances of microaggressions. I will organize information sessions on immigration issues so that graduate students are aware of their rights as non-US citizens and their home institutions and professors have a concrete idea about how they can best support international students. To foster more international representation at the MLA convention, I will propose that MLA expand existing funding to cover the visa fees of participants who are citizens of soft-currency and developing countries. I will organize resources and programming on how to pursue career paths beyond the academy, so that graduate students can prepare strategically for academic adjacent and non-academic jobs. I will advocate for regulations to institute greater transparency in the academic job search process (in an already precarious post-pandemic job market) to prioritize the wellbeing of applicants. I will draw upon existing MLA initiatives (such as the COVID 19 emergency fund) and promote contingency support, professional development, and research funding for adjunct faculty members, visiting assistant professors, non-tenure-track faculty members, and independent scholars. I will work toward creating a professional environment where all scholars can thrive.

§Susan Stanford Friedman. Virginia Woolf Professor Emerita of English and Women's and Gender Studies; Hilldale Professor Emerita in the Humanities, University of Wisconsin, Madison PhD, University of Wisconsin, Madison. Cofounder and associate chair of women's studies program, University of Wisconsin, Madison (UW), 1975–81; chair, English department, UW, 2001–05; director, Institute for Research in the Humanities, UW, 2007–17; dissertation director (fifty dissertations, UW, 1975– . Brooklyn College, City University of New York, 1973–75. NEH Fellowship, 1981–82; American Psychoanalytic Association, 1982–83; ACLS Fellowship, 1990–91; Senior Fellowship, Institute for Research in the Humanities, 1995–99. Visiting Appointments: Professor Contrata, University of Macerata (2-week course), 2003; Central European University (1-week course), 2015; Institute for World Literature (2-week course), 2017. Outstanding Academic Book Award, *Choice*, 1981; Florence Howe Award, Women's Caucus, MLA, 1978; Distinguished Teaching Award, UW, 1987–88; Virginia Woolf Professor (Wisconsin Alumni Research Foundation Named Professorship), UW, 1992– ; Perkins Prize for Best Book in Narrative Studies, International Society for the Study of Narrative, 1999; Sally Meade Hands Bascom Professor (UW), 2003–14; Phi Beta Kappa Teaching Award, UW, 2001; Best New Journal Award, Council of Editors of Learned Journals, 2009; Wayne C. Booth Award for Lifetime Achievement in Narrative Studies, International Society for the Study of Narrative, 2009; Hilldale Professor in the Humanities (UW), 2014– . Conference organizer, Modernist Studies Association, 2002; conference organizer, Society for the Study of Narrative Literature, 1989; dissertation examiner, Griffith University, Australia, 2020–21; member, Executive Committee, American Literature II Section, MMLA, 1974–76 (ch. 1975); member, external review committees (Departments of English), Emory University (2006), University of Michigan (2006, committee chair), State University of New York, Albany (2008); member, external review committee (humanities center), University of Miami (2013); member, grant review committees: NEH (1976–77; 1978–79, 1986, 2000, 2002, 2003), SSHRC (1996; 2009, 2920), ACLS, 2007, 2009, 2010), Radcliffe Institute for Advanced Studies (2007–10, 2018–20); member, promotion review committees: Yale University, University of California, Berkeley, Stanford University, Princeton University, University of Pennsylvania (among others), 1985– ; honors examiner, Swarthmore College, 1990, 1991; international project evaluator, EDGES: Development of Interuniversity PhD Degree in Gender Studies (evaluator for EU-supported initiative of seven European universities in six countries, 2014–15; GRACE: Gender and

Cultures of Equality in Europe. Advisory Board, for EU-supported PhD Degree in gender studies in seven European universities. 2015–18; Global Grace: Gender and Cultures of Equality in Bangladesh, South Africa, Brazil, Mexico, and the Philippines. UKRC Grant, 2018–21; panelist, NEH (1988) and Fulbright (1992–95; chair, 1993–94); member, GRE Committee of Examiners, 2000–01; president, International Society for the Study of Narrative Literature, 1992; president, Modernist Studies Association, 2011–12; member, prize committees, Perkins Prize Committee, Society for the Study of Narrative Literature (2000) ; *Twentieth-Century Literature* Andrew J. Kappel Prize judge, 2004; Council of Editors of Learned Journals (CELJ): judge for annual prize, 2010; reader for journals, *American Quarterly*, *Comparatist*, *Contemporary Literature*, *Feminist Studies*, *Lit* (among others), 1976– ; reader for presses, Cambridge University Press, Cornell University Press, Prentice Hall, Princeton University Press, Yale University Press (among others), 1981– . MLA activities: *PMLA* Advisory Committee, 1990–94; Div. on 20th- and 21st-Century American, 1991–95; Div. on 20th- and 21st-Century English and Anglophone, 2010–Jan. 2015; Committee on Honors and Awards, 2017–20 (ch. 2019–20); forum executive committee, TC Religion and Literature, 2018–Jan. 2023. Advisory or editorial boards: *Tulsa Studies in Women's Literature*, 1986–87, 1990– ; *PMLA*, 1990–94; *Narrative*, 1992– ; *American Literature*, 1993–95 (elected position); H.D. Society, 1994– ; *Modern Fiction Studies*, 1996– ; Institute for Research on Women, Rutgers University, 1997– ; *Diacritica* (Portugal), 2003– ; *Modernism/Modernity*, 2003– ; *mediAzioni* (Italy), 2004– ; *Twentieth-Century Literature*, 2004– ; *Contemporary Women's Writing* (cofounding ed.), 2006–12; Society for the Study of American Women Writers, 2006– ; *Literature Compass*, 2007– ; *Anglistica: An Interdisciplinary Journal* (Italy), 2008– ; *Journal of Modern Literature*, 2010– ; *Feminist Studies in English Literature* (Korean Association), 2013– ; Wiley-Blackwell Anthology of World Literature. 2016– ; GEMMA (EU sponsored MA Program in women's and gender studies in seven European universities in six countries, 2017– ; *Journal of Gender Studies*. 2019– ; *Venti*, 2020– . Board of consultants: *Contemporary Literature*, 1981– ; *Feminist Studies*, 1985–2003.

Publications include *Psyche Reborn: The Emergence of H.D.* (1981); *Penelope's Web: Gender, Modernity, H.D.'s Fiction* (1990); *Mappings: Feminism and the Cultural Geographies of Encounter* (1998; Chinese translation by Zhao Guoxin, 2014), *Planetary Modernisms: Provocations on Modernity across Time* (2015); ed. *James Joyce: The Return of the Repressed* (1993), *Analyzing Freud: Letters of H.D., Bryher, and Their Circle* (2002), *Contemporary Revolutions: Turning Back to the Future in 21st-Century Literature and Art* (2019); coed. *Signets—Reading H.D.* (1990), *Comparison: Theories, Approaches, Uses* (2013); work in the following journals: *PMLA*, *New Literary History*, *Modern Fiction Studies*, *Modern Language Quarterly*, *Modernism/Modernity*, *Narrative*; *Journal of World Literature*, *Signs*, *Feminist Studies*, *Women's Studies*, *Tulsa Studies in Women's Literature*, *Feminist Modernist Studies*, *Contemporary Women's Writing*, *Paideuma*, *Sagatrieb*, *New Comparison*, *Asiatic, Religion and Literature*, *LIT*, *Iowa Review*, *Poesis*, *Annual of Psychoanalysis*, *College English*.
Statement:

The deadly pandemic as I write is still raging—its future mutations and effects not fully known, with vaccines not fully distributed. As we emerge from this surreal year+, one thing is certain. Higher education will change, dramatically, in ways that are not yet fully clear. Funding for higher education, especially in the humanities, and in public institutions, is likely to decline further. Changes wrought by expanded digital pedagogy during the pandemic are inevitable. We are facing enormous challenges—what we study; how we theorize, research, interpret, and disseminate; how and what we teach; who we teach and how we mentor; who will be employed and in what kinds of jobs. The current challenge to Critical Race Theory is the canary in the coalmine of declining support. The MLA *must* embrace and help shape the future; defend and re-envision what we do;

expand our racial, transnational, and multilingual participation in the field; and address the needs of younger scholar-teachers, including the under- and unemployed.

As an emerita faculty member, I want to be part of what MLA can contribute to the future. I continue to explore new fields of research and work with students and younger scholar-teachers. Having begun as a feminist critic of modern American poetry, I have branched into race studies, postcolonial and world literatures, narrative theory, migration and religion, planetary modernisms, and Oceanian and archipelagic studies. Still excited by learning, I am committed to expanding comparative, interdisciplinary, and multilingual approaches and the diversity of MLA participants and policies.

§Achsah Guibbory. Professor English, Barnard College

PhD, University of California, Los Angeles. Chair (2007–08) and acting chair (2011–12), Dept. of English, Barnard College. University of Illinois, Urbana (UIU), 1970–2004. Huntington Library Fellowship, 1987; junior research fellowship (1972) and fellowship (2001–02), Center for Advance Study, UIU; NEH Senior Research Fellowship, 2002; Guggenheim Fellowship 2008. Visiting appointment: Barnard College (spring 2003). University of Illinois Campus Award for Undergraduate Teaching, UIU, 1979; John Donne Society Award for Distinguished Publication in Donne studies, 1992; College of Liberal Arts Award for Excellence in Undergraduate Teaching, UIU, 1995; John Donne Society Award for Distinguished Publication (for guest-edited issue of the *John Donne Journal*), 1995; Ann Whitney Olin Professor of English at Barnard College, 2009–14; Charles and Harriet Luckman Distinguished Teaching Award (for distinguished service mentoring younger scholars), John Donne Society Award, 2010; honorary doctorate in humane letters from Iona College (especially for furthering interfaith understanding); John T. Shawcross Award, Milton Society of America (for *Christian Identity, Jews, and Israel in Seventeenth-Century England*), 2011; award for best article in *Studies in Philology*, 2017; Honored Scholar, Milton Society of America, 2018; John Donne Society Award for Distinguished Publication, 2019. Member, executive committee (1988–90), vice president (2000), and president (2001), Milton Society of America; member, executive committee (1991–93, 2003–05, 2010–12, 2017–), vice president (1995–96), and president (1997), John Donne Society; member, advisory committee, International Milton Symposium, 1995, 1999, 2002; member, Policy Committee, University of Illinois chapter, AAUP, 1998–03; elected member, Northeast Milton Seminar, 2004– ; discipline representative, Renaissance Society of America, 2009–12; member, committee for evaluating long-term grant applications, Newberry Library, 2010; reviewer of book manuscripts for various presses including Cambridge, Oxford, Palgrave/Macmillan, Indiana, Massachusetts, Cornell, Blackwell, University of Pennsylvania, 2000– . MLA activities: Div. on 17th-Century English, 1999–03; Delegate Assembly, 2007–09; Div. on Religion and Literature, 2007–Jan. 2012; forum exec.comm., LLC 17th-Century English, 2016–Jan. 2021. Editorial boards: *Journal of English and Germanic Philology*, 1976–2001 (and managing editor, 1995–2001), *John Donne Journal*, 1992– ; *Milton Quarterly*, 2005– ; *Studies in English Literature*, 2006; *Renaissance Quarterly*, 2009–12.

Publications include *The Map of Time* (1986); *Ceremony and Community from Herbert to Milton: Literature, Religion and Cultural Conflict in Seventeenth-Century England* (1998); *Cambridge Companion to John Donne* (2006); *Christian Identity, Jews, and Israel in Seventeenth-Century England* (2010); *Returning to John Donne* (2015); contrib., “Trust to Good Verses”: *Herrick Tercentenary Essays* (1978), *Poetry and Politics in the Earlier Seventeenth Century* (1988), *Discourses of Desire: Sexuality in Seventeenth-Century Non-Dramatic Literature* (1993), *Patronage, Politics, and Literary Tradition in England, 1558–1658* (1993), *The Cambridge Companion to English Poetry, Donne to Marvell* (1994), *New Perspectives on the Seventeenth-Century English Religious Lyric* (1994), *Aemilia Lanyer: Gender, Genre and the*

Canon (1995), *Of Poetry and Politics: New Essays on Milton and His World* (1995), *Sacred and Profane: The Interplay of Secular and Devotional Literature 1500–1700* (1995), *Donne’s “desire of more”*: *The Subject of Anne More Donne in the Poetry of John Donne* (1996), *Literary Circles and Cultural Communities in Seventeenth-Century England* (2000), *A Companion to Milton* (2001, 2015), “*A Certain Text*”: *Close Readings and Textual Studies on Shakespeare and Others, in Honor of Thomas Clayton* (2002), *A Companion to Milton* (2003), *The Dynamics of Changing Rituals* (2004), *Milton and Gender* (2004), *Blackwell Companion to Milton* (2006), *Writers of the English Renaissance, Vol. 2* (2006), *Early Modern Nationalism and Milton’s England* (2008), *Milton and the Jews* (2008), *Thomas Browne: The World Proposed* (2008), *Writing and Religion in England, 1558–1689: Studies in Community-Making and Cultural Memory* (2010), *Cambridge Companion to English Poetry* (2011), “*Lords of Wine and Oile*”: *Community and Conviviality in the Poetry of Robert Herrick* (2011), *Oxford Handbook of John Donne* (2011), *MLA Approaches to Teaching Milton’s Paradise Lost* (2012), *Religious Diversity and Early Modern English Texts* (2013), *The Blackwell Companion to British Literature* (2014), *Religious Tolerance in the Atlantic World: Early Modern and Contemporary Perspectives* (2014), *A Companion to Milton* (2001, 2015); work in the following journals: *ELH: English Literary History*, *English Literary Renaissance*, *Reformation*, *John Donne Journal*, *Studies in Philology*, *SEL: Studies in English Literature*, *JEGP: Journal of English and Germanic Philology*, *Huntington Library Quarterly*, *Philological Quarterly*.

Statement:

While our profession has long faced many difficulties, the current moment has brought new challenges. Conservative politicians attack “liberal education”—including the 1619 Project—as propaganda. Some colleges have ignored faculty governance and tenure, firing faculty—demonstrating an indifference to the “rule of law” mirroring what we have seen in America. Academic programs and departments are being cut, curricula revised. But we can fight back. When Howard University announced the dissolution of its Classics Department, Cornell West and Jeremy Tate gave a brilliant defense in *The Washington Post*: “The Western canon is, more than anything, a conversation among great thinkers over generations that grows richer the more we add our own voices.”

We must speak not just among ourselves but to a wider public, being ambassadors for what we do. In my teaching, research, and life, I try to build bridges and make connections. I work at the intersection of literature, politics, religion, and history, studying the complexity of religious identities and exploring how the Bible has shaped personal, communal, and national identities. My current project is *Exceptionalism*, on the idea of chosenness from the Bible up to our present moment. But I do not restrict myself to scholarship. For a wider audience, I also write blogs bringing my teaching and scholarship to bear on our current political moment, and demonstrating the ongoing currency of the past. I believe that the humanities will survive only if they reconnect with non-academics, and I will try to strengthen the MLA’s public advocacy.

Lena Hill. Professor English, Washington and Lee University

PhD, Yale University. Undergraduate Curriculum Committee in African American Studies, University of Iowa (UI), 2006–11; Research and Professionalization Committee in African American Studies, UI, 2014–18; coordinator of Introduction to Graduate Studies in English, UI, 2013–14; Director of Undergraduate Studies, English, UI, 2015–16; NHA Humanities Working Group for Community Impact Initiative, UI, 2016; UI Humanities Advisory Board, 2013–17; member, Undergraduate Educational Policy Curriculum Committee, UI, 2015–17; mentor, UI Athletics Minority Focus Group, 2015–18; Living Learning Community Advisory Board, UI, 2016–18; faculty mentor, Center for Teaching, Early Career Faculty Academy, UI, 2016–18; Senior

Associate to the President, UI, 2016–18; Interim Chief Diversity Officer and Associate Vice President, UI, 2017–18; Dean of the College, Washington and Lee University, 2018–. Previous appointments: University of Iowa, 2006–18; Duke University, 2004–06; Yale University, 2000–01. Mellon Research Grant, 2005; Old Gold Summer Fellowship, 2007; Arts and Humanities Initiative Grant, UI, 2009; International Programs Travel Grant, UI, 2015, 2014, 2010. Visiting appointment: North Carolina School of the Arts, spring 2003. Mellon Postdoctoral Fellowship, Mellon Foundation, 2004–06; Women of Color in Popular Culture Junior Faculty Publication Workshop, UI CESA, 2008; James N. Murray Faculty Teaching Award, UI, 2011; Cmiel Research Semester participant, Obermann Center, UI, 2012; Obermann Fellow-in-Residence, UI, 2015; BTAA Academic Leadership Program Fellow, UI, 2016–17; Benjamin F. Shambaugh Award, Honorable Mention Book Award from IA Historical Society, 2017. Vice president, Ralph Ellison Society, American Literature Association, 2011–; member, Steering Committee, Consortium for Faculty Diversity, 2019–; board member, NHA, 2020–. MLA activities: Publications Committee, 2018–21. Editorial board: *Modernism/modernity*, 2019–.

Publications include *Visualizing Blackness and the Creation of the African American Literary Tradition* (2014); coauth., *Ralph Ellison's Invisible Man: A Reference Guide* (2008); coed., *Invisible Hawkeyes: African Americans at the University of Iowa during the Long Civil Rights Era* (2016); work in the following journals: *American Literature*, *American Studies*.
Statement:

I would be honored to serve on the MLA Executive Council, and if elected, I would strive to strengthen MLA's principled work on behalf of the diverse students, professionals, and institutions committed to language and literature study. I am a scholar of African American literature whose educational and professional path includes an HBCU, an ivy league institution, a large public state university, and a small liberal arts school. As a longtime MLA member who is concluding an appointment on the MLA Publications Committee and continuing to serve on the National Humanities Board, I would bring to the Executive Council a nuanced perspective of our work across different kinds of institutions as well as meaningful experience in advocacy for the humanities.

On my own campus, I have successfully instituted concrete initiatives to strengthen the humanities and move from words to action in support of diversity, equity, and inclusion. My work on the Consortium for Faculty Diversity steering committee and my participation in the Liberal Arts Colleges Racial Equity Leadership Alliance represent my ongoing investment in this collaborative work. As a member of the MLA Executive Council, I would champion the MLA's support for diverse scholarship and educators, endeavor to increase the impact of humanist work on society, and support innovative approaches to preparing humanities graduate students for success within and beyond academia. The MLA is primed to ensure humanists contribute purposefully to the ongoing struggle for social justice, and I am dedicated to advancing this work.

§Leah S. Marcus. Edwin Mims Professor of English Emeritus; Research Professor English, Vanderbilt University

PhD, Columbia University. Acting chair of English, Vanderbilt University (VU), 2006–07; director, Program in Jewish Studies, VU, 2008–12. Previous appointments: Blumberg Professor of English, University of Texas, Austin, 1988–98; University of Wisconsin, Madison, 1984–88; University of Illinois, Chicago, 1972–84. Woodbridge Distinguished Fellow, Columbia University, 1967–71; Woodrow Wilson Fellow, 1971; NEH Younger Humanist Stipend, 1973; Huntington Library Research Fellowship, 1975 and 1982; NEH Fellowship for Independent Study and Research, 1978; Guggenheim Fellowship, 1986–8. Visiting appointments: Visiting Fellow of the University of Massachusetts Center for Renaissance Studies, 1999; Scholar in Residence, Department of English, University of Maryland, October 2000. Marlowe Society Prize (for the best essay on Christopher Marlowe during 1989 and 1990), 1991; Prize from the Association of American Publishers for *Elizabeth I: Collected Works*, 2001; Prize from the Milton Society of America for a Milton Companion, 2002; Venture Fund Awards from the Vice Provost for Innovative Technology (for “Interactive Shakespeare”), VU, 2003–04; College of Arts and Sciences Award for Excellence in Graduate Teaching, VU, 2008. Member, executive committee, Milton Society of America, 1986–88; member, Executive Committee, Renaissance Society of America, 1988–90; trustee, Shakespeare Association of America, 1991–94. Editorial boards: *SEL*, 1985– ; *Renaissance Drama*, 1988– (among others). Div. on 17th-Century English, 1984–88; *PMLA* Advisory Committee, 1989–93; James Russell Lowell Prize Selection Committee, 1996–97; MLA Prize for a Distinguished Scholarly Edition Selection Committee, 2000–03; Committee on the New Variorum Edition of Shakespeare, 2000–04; Program Committee, 2006; MLA Prize for a Distinguished Scholarly Edition Selection Committee, 2009; Committee on Honors and Awards, 2013–15.

Publications include *Childhood and Cultural Despair* (1978); *The Politics of Mirth* (1985); *Puzzling Shakespeare* (1988); *Unediting the Renaissance* (1995); *How Shakespeare Became Colonial* (2017); editions of *Works of Queen Elizabeth I* (2000 and 2003), *The Merchant of Venice* (2006), *The Duchess of Malfi* (2009), and *As You Like It* (2012) work in the following journals: *Speculum*, *ELH*, *Studies in English Literature*, *Studies in Philology*, *Criticism*, *Milton Quarterly*, *Shakespeare Quarterly*, *Renaissance Drama*, *George Herbert Journal*, *Huntington Library Quarterly*, *History Today*, *PMLA*, *Shakespeare Studies*, *Literature Compass*.

Statement:

As an emerita candidate for the Executive Council, I am presumably meant to offer a long view on the current crisis in the humanities. But what strikes me most is the crisis’s durability: from 1971, when I earned my PhD and looked around the country for nonexistent jobs, until now, the humanities has been in a state of constant self-defined crisis, though the individual components change somewhat over time. We desperately need to reformulate. Rather than imagining our related disciplines as in a constantly precarious state, we in the MLA need to assume that a set of evolving challenges are part of our future, as of our present and past, and reconceptualize what we have habitually defined as crisis so that it can be used more productively and assimilated into our collective identity. The idea of perennial crisis is built into our inherited definition of the humanities as by their nature proudly autonomous, separate, unassimilable into rival disciplines like physics, engineering, or even historical studies. We must get messy in order to flourish—continue, as we have for the past several decades, to redefine humanities and language studies away from the isolate status they held in the mid to late twentieth century and work to enable new areas of collaboration with other modes of thought once considered alien to our mission. As long as there are languages—and every human discipline depends on one or more—there will be a need for the analytic skills we offer.

Ifeoma C. Kiddoe Nwankwo. Vice President of Diversity, Equity, and Inclusion at Sarah Lawrence College

PhD, Duke University. Member, Graduate Committee, Department of English, University of Michigan, Ann Arbor (UM), 2000, 2004, 2005; member, Center for Afroamerican and African Studies Curriculum Reconfiguration Committee, UM, 2000; member, Search Committee, Department of English, UM, 2001–02; member, Search Committee, Department of English and the Center for Afroamerican and African Studies, UM, 2003–04; faculty presenter, Academic Job Search Strategies and Resources workshop (organized by the Career Center), UM, 2004; cochair, Junior Faculty Forum, Department of English, 2004–05; chair, African American/Caribbean Workshop Committee, Center for Afroamerican and African Studies, UM, 2004–05; codirector, University of Michigan Atlantic Studies Initiative, UM, 2004–06; member, Joint Tenure Review Panel, Center for Afroamerican and African Studies and the Program in American Culture, UM, 2005; member, Search Committee, Program in Women’s Studies and Center for Afroamerican and African Studies, UM, 2005–06; member, Search Committee for Director for the National Center for Institutional Diversity, UM, 2006; member, Graduate Committee, Department of English, VU, 2007–10 and 2014–15; member, International Strategy Committee, College of Arts and Science, VU, 2008–10; member, Steering Committee, Center for Latin American Studies, VU, 2008–10; member, executive board, Issues in Critical Investigation, VU, 2008– ; member, Provost’s Graduate Honors Fellowships Committee (2009); member, Steering Committee, Program in Women’s and Gender Studies, VU, 2009–11; member, Junior Faculty Advisory Review Committee, Office of the Dean of the College of Arts and Science, VU, 2010–11; co-organizer, Black Migration Symposium at Vanderbilt and Fisk Universities, VU, 2011–12; member, Faculty Council, College of Arts and Science, VU, 2011–13; member, Provost’s Graduate Education Study Group, VU, 2014–16; director, Program in American Studies (2015–16); member, Andrew W. Mellon Foundation Partners Grant Committee, Office of the Dean of the College of Arts and Sciences, VU, 2015–16; member, Chancellor’s Humanities Advisory Council, VU, 2015–16; member, Fellowship Selection Committees, Office of the Dean of the College of Arts and Science, VU, 2016; member, Graduate School Awards Selection Committee, VU, 2016; member, Search Committee, Associate Vice Chancellor for Audit, Risk, and Compliance, VU, 2016; cochair, search for Vice Provost for Equity, Diversity, and Inclusion, 2016–17; member, Graduate and Professional Housing Working Group, VU, 2016–18; Associate Provost for Strategic Initiatives and Partnerships, VU (preset term), 2016–19; chair, Library Collections Initiative Grant Program, VU, 2017–18; member, Working Group for TransInstitutional Humanities Capital Planning, VU, 2017–18; chair, Fisk-Vanderbilt Partnerships Committee, VU, 2017–19; chair, Arts and Humanities Rapid Response Grant Program, VU, 2019; member, Executive Committee, Graduate Faculty Council, 2020–23. Previous appointments: Vanderbilt University, 2006–21; University of Michigan, Ann Arbor, 1999–2006. Career Enhancement Postdoctoral Fellowship, the Woodrow Wilson Foundation, 2002–03; Global Ethnic Literatures Seminar Fellowship, Program in Comparative Literature, UM, 2004; Faculty Research Fellowship, Robert Penn Warren Center for the Humanities, 2007–08, 2009–10, 2014–15; Faculty Research Fellowship and Research Incubator Grant, Vanderbilt University Center for the Americas, 2007; Wye Faculty Seminar Fellowship, The Aspen Institute, 2010; Faculty Development Grant, Vanderbilt University Research Scholars Grant Program, VU, 2012, 2014; Community Action Research Grant, American Studies Association, 2012; Meharry-Vanderbilt Community-Engaged Research Core Grant, The Meharry-Vanderbilt Alliance, 2012; Faculty Innovation Grant, Vanderbilt Institute for Digital Learning, 2014; Trans-Institutional Program Grant, VU 2015–18; grant, Andrew W. Mellon Foundation, 2016; Chancellor’s Higher Education Fellowship, VU, 2016–19. Matthews Underclass Teaching Award, UM, 2003; Graduate Teaching Award, English Graduate Student Association, VU Department of English, 2012; Tennessee Recreation and Parks Association award (for best community center program in the Youth, Families, Seniors or

Intergenerational category, for *The Wisdom of the Elders*; WOE), 2013. Evaluation panelist, National Endowment for the Humanities Office of the Digital Humanities, 2014; evaluator/reviewer, The American Academy of Berlin, 2010; member, International Outreach and Exchange Committee (2019–), and member, Archives Committee (2020), CLA; member, Selection Committee, Schomburg Center Scholars-in-Residence Program, 2012–13; reader, *Contemporary Literature* (2004–), *Latino Studies* (2004–), *MELUS Multi-ethnic Literature of the United States* (2004–), *Callaloo: A Journal of African Diaspora Arts and Letters* (2005–), *Ethnoscapes: An Interdisciplinary Journal on Race and Ethnicity in the Global Context* (2006–), University of Mississippi Press (2007–), *Atlantic Studies* (2008–), University of California Press (2008–), *African American Review* (2009), *The Gerontologist* (2011–), *Journal of Transnational American Studies* (2012–); reader and evaluator, *Small Axe*, 2014–. MLA activities: Delegate Assembly, 2003–05; forum executive committee, Div. on Global Anglophone, 2006–09; Committee on the Literatures of People of Color in the United States and Canada, 2009–12 (coch. 2010–12); forum exec.comm., LLC African American, 2017–Jan. 2022; Nominating Committee, 2019–20 (ch. 2020). Editorial board: *Public: A Journal of Imagining America, Artists and Scholars in Public Life*, 2012–17.

Publications include *Black Cosmopolitanism: Racial Consciousness and Transnational Identity in the Nineteenth Century Americas*, 2005 (republished in paperback and e-book, 2014; excerpt reprinted by invitation in *Journal of Transnational American Studies*, 2015); executive producer, *The Wisdom of the Elders* (2020), *A View from the Field* (2021); coeditor, *Rhythms of the Afro-Atlantic World* (2010); guest ed., *African Routes, Caribbean Roots, Latino Lives*, a special issue of the *Journal of Latin American and Caribbean Ethnic Studies* (2009), *Critical Approaches to Louise Bennett*, a special issue of the *Journal of West Indian Literature* (2009); guest coed., “Facing the Data,” A Special Section of *Profession* (2013), *Globally Engaged Scholarship, Pedagogy, and Creative Practice*, special issue of *Public: A Journal of Imagining America* (2016), “Travelin’ Women: Black Feminist Migrations, Diasporas, and Cosmopolitanisms,” a special section of the journal *Meridians: feminism, race, transnationalism* (2017); contrib., *Reading U.S. Latina Writers: Remapping American Literature* (2003), *The Tree of Liberty* (2008), *Cambridge Companion to Frederick Douglass* (2009), *Reggaeton* (2009), <http://www.voicesamerica.org> (digital archives and educator resources, 2009–), *Publishing Blackness* (2013), *The African Americas: A Collaborative Project on the African Diaspora in the Cultures of Latin America, the Caribbean, and the United States* (2014), *Black Writing and the State in Latin America* (2015), *Archipelagic American Studies* (2017); work in the following journals: *Afro-Hispanic Review*, *American Literary History*, *Journal of West Indian Literature*, *Langston Hughes Review*, *Latin American and Caribbean Ethnic Studies*, *Meridians*, *OBM Geriatrics*, *PALARA (Publication of the Afro–Latin American Research Association)*, *Radical History Review*, *Small Axe*.

Statement:

I have been actively involved in MLA governance throughout my career. I’ve served on and chaired multiple committees, forums, and divisions including the Nominating Committee. My focus has been on advancing inclusiveness and global perspective in the MLA’s approach to fulfilling its mission. I’m ready to deepen that work as an Executive Council member.

If elected, I will work with members and leadership to make the MLA a model for addressing inequities in higher education’s present—particularly regarding precarity, access, recognition, and rewards. I will dedicate myself to helping MLA keep an ear to the ground: forecasting and recognizing the pressures shaping the lives, dreams, and futures of students, faculty, and staff, including leaders at the institutions, foundations, agencies, and organizations that are key to our work. For undergraduate students, what do the exponential drops in Latinx student college

matriculation and in Black and brown kindergarten students demand of MLA now and for the future? For graduate students, how will they envision their educational and career journeys, and how can the MLA help make way for novel pathways? For faculty and staff members, questions around expectations, obligations, and security are in flux. By engaging leaders with members in intentional collaborations, the MLA can influence future directions.

We cannot assume that anything will be the same as it has been. I am committed to helping us to be ready for a future we cannot yet see, but that will have a crucial impact on the organization and the humanities writ large.

Part III. Voting for Professional Issues Delegates

Seventeen persons will be elected to professional-issues seats in the assembly. The term of office will be from 10 January 2022 through the close of the January 2025 convention. The numbers preceding the nominees' names correspond to the numbers assigned to the nominees on the paper ballot sheet.

The names of the professional-issues delegates with continuing terms in 2022 appear at the MLA website (www.mla.org/del_assembly_members).

Vote for one nominee in any or all of the seventeen professional-issues contests.

I. Graduate Students (1 contest)

10. Julianne Adams. Graduate student English, Vanderbilt University

MA, Vanderbilt University. Institutional service: Graduate Student Council Liaison, English Graduate Student Association, Vanderbilt University (VU), 2018–19; Vice President, English Graduate Student Association, VU 2019–20; Graduate Writing Consultant, Writing Studio, VU 2020–21; English Honors Facilitator, Writing Studio, VU, 2021; Maxwell and Meyerstein Fund, University of Oxford, 2017; University Graduate Fellow, Vanderbilt University (VU), 2018–21; Arts & Science Fellow, VU, 2018–23; Drake Fund, VU, 2019; Graduate Student Travel Grant, VU, 2019; Russell G. Hamilton Scholar, VU, 2018–21; Short-Term Fellowship, New York Public Library, 2019; Harold Stirling Vanderbilt Scholarship, VU, 2021–23. Reviewer, *Feminist Media Studies*, 2020; Fiction Editor, *december* literary magazine, 2020. Captivating Criminality, June 2017; WSECS, February 2018; ASECS, March 2019; ISECS, July 2019; ACLA, March 2020 (conference canceled due to COVID-19); ASECS, April 2021.

Publications include work in the following journal: *Feminist Media Studies*.

Statement:

Being embedded in my graduate community has been of utmost importance to me during my time at Vanderbilt and Oxford. It is from each other that we learn the most. As my scholarship transcends historical periods and forms, I feel tethered to various graduate student communities, domestically and internationally. Over the past year, through my social justice work outside of and my networking within academia, I've become increasingly concerned with the malignancies within our professional system. Our institutions struggle to shake the cultural gatekeeping endemic to academia, ensuring the continuation of elitism and its myriad attachments to harmful ideologies. After the tumultuous past year, I am even more concerned about how my generation of graduate students will find their place in and beyond academia. My fellow graduate students are overburdened—mentally, emotionally, financially, physically. The structures around them are prohibiting the larger community from benefiting from their scholarship. Financial support, hiring transparency, diverse representation, and shifting expectations are critical. To that end, I acknowledge my position as a white woman. Regardless of whether I am elected, I look forward to advocating for my colleagues and friends in the coming years.

11. Robin Kello. Graduate student English, University of California, Los Angeles

MA, University of North Carolina, Charlotte. Institutional service: Founding member, Early Modern Paleography Society, University of North Carolina, Charlotte, 2016; co-vice president, English Graduate Union, University of California, Los Angeles (UCLA), 2018–2019; cochair, Medieval and Early Modern Student Association, UCLA, 2018–20; member, The Comedia in Translation and Performance Working Group, UCLA, 2016–. Russell M. Robinson II Scholarship in English, University of North Carolina, Charlotte, 2014–16; Late Antiquity, Medieval, and Renaissance Fellowship, Center for Medieval and Renaissance Studies, University of California, Los Angeles (UCLA), 2016–17; English Department Dissertation Research Fellowship, UCLA, 2020–21; Beyond the Bars Fellowship, Prison Education Program, UCLA, 2021; Center for Medieval and Renaissance Studies Graduate Student Summer Fellowship, UCLA, 2021. Anne R. Newman Award Graduate Award for Outstanding Work in English, University of North Carolina, Charlotte, 2015. Member, Shakespeare Association of America, 2018–; member, Marlowe Society of America, 2020–; member, Association for Hispanic Classical Theater, 2021–; member, International Shakespeare Association, 2021–; member, Renaissance Society of America, 2021–. English Graduate Student Association Conference, University of North Carolina, Charlotte (UNCC), February 2016; Graduate History Forum, UNCC, February 2016; Children’s Literature Graduate Organization Conference, UNCC, February 2016; Medieval Studies Institute, Indiana University, Bloomington, March 2017; Southland English Graduate Student Conference, University of California, Los Angeles (UCLA), June 2018; Center for 17th- & 18th-Century Studies Core Program, UCLA, November 2020; English Department Spring Athenaeum, UCLA, May 2021; American Association for Hispanic Classical Theater / Almagro Conference, July 2021.

Publications include coauthor, Introduction, *The Widow of Valencia* (2019); cotrans., *The Widow of Valencia* (2019), *To Love beyond Death* (2020), *The Courage to Right a Woman’s Wrongs* (2021); work in the following journals: *Shakespeare Bulletin*, *Theatre Journal*, *Comedia Performance: Journal of the Association for Hispanic Classical Theater*, *Cervantes: Bulletin of the Cervantes Society of America*, *Marlowe Society of America Newsletter*.

Statement:

Advocating for graduate students in the humanities requires both engaging with the pressing concerns of the present as well as imagining the future of the profession. As scholars and educators, graduate students face economic challenges due to our position as both students and workers who are preparing for an uncertain job market. Among those challenges, there are also great opportunities to shape what the role of scholarship and the university will be as society progresses. If elected to the Delegate Assembly, I intend to work on behalf of the current needs of the graduate student community, while also committing to varied discussions and projects in service of a more just, equitable, and public role for the humanities. As we emerge from a year that has laid bare many intersecting social failures on matters of public health, racial justice, economic security, and political integrity, the university must respond by putting issues of social progress at the forefront. From undergraduates to faculty and administration, academic institutions are crucial social actors, and they can move away from neoliberal economic models to embrace change and truly work in service of the public interest. While I look forward to the opportunity to work toward concrete, short-term reforms on behalf of graduate students, I would also be honored to play a role in envisioning the university—and the humanities in particular—as a space for the critical labor of inquiry and reflection, not as a means to secure a job but in service of a more just future.

12. Theodore Chelis. Graduate student English, Penn State University, University Park

PhD Candidate, Penn State University; MA, Penn State University. Institutional service: President of Early Period Studies Group, Department of English, Penn State University (PSU); cohort coordinator and mentor, Graduate Student Mentorship Program, PSU; volunteer, Global Connections, International Friendship Program, PSU. Previous appointments: Research Assistant to general editor and coordinating editor of medieval volumes, *Oxford History of Poetry in English*; coordinator, Penn State Graduate Writing Center. Graduate Student Committee chair (2018–19), member of Ad Hoc Committee on Professional Behavior and Harassment and coauthor of Professional Behavior Policy (2018–19), Professional Behavior Policy Advocate at 2019 Annual Meeting, Medieval Academy of America; Member, John Hurt Fisher Prize

Committee, John Gower Society, 2018–20. MLA, 2020; Medieval Academy of America Annual Meeting, March 2018; New Chaucer Society Biennial Congress, July 2018 and forthcoming July 2022; John Gower Society Congress, July 2017 and forthcoming July 2023.

Statement:

The MLA, as the principal professional association for scholars of languages and literatures, is poised to influence the direction of graduate education and the climate in which we begin establishing our professional identities. It has begun to address the function and career promises of graduate education by producing reports on ethical conduct (2020) and minimum compensation/salary (2020). This is a good start, but one that will require persistent advocacy through the centering of graduate student voices as the organization considers ways to address its findings. Much of my work representing and advocating for graduate students occurred during my tenure as chair of the Medieval Academy of America's (MAA) Graduate Student Committee. My service focused on advancing diversity, equity, and inclusion; promoting colleagues' scholarly achievements and professional reform contributions; facilitating mentorship opportunities in a diverse array of careers; and identifying ways for academic associations/institutions to provide graduate students with financial support and professional opportunities. It was particularly important to me that we work collaboratively with the Fellowship of Medievalists of Color to fight against systemic inequities and find ways to increase access to organizational resources. As the graduate student member of the MAA's Ad Hoc Committee on Professional Behavior and Harassment, I was one of six coauthors of the organization's Professional Behavior Policy who helped to formalize and promote the MAA's pledge to protect members from harassment based on aspects of appearance, identity, and career standing. If elected, I will bring these same values and commitments to the MLA Delegate Assembly.

13. Austin Horne. Graduate student English, University of South Carolina, Columbia

MA, North Carolina State University. Institutional service: Vice president of Association of English Graduate Students, North Carolina State University (NCSU), 2018–19; president of Association of English Graduate Students, NCSU, 2019–20; graduate student staff assistant, University of South Carolina, 2021. Distinguished Capstone Award, English Department, North Carolina State University, Spring 2020. Intradepartmental Graduate Seminar Showcase & Conference, NCSU, February 2020; Graduate Conference, Georgetown University, March 2019; Graduate Conference, NCSU, March 2019.

Publications include contrib., *Backlash Blues: The Digital Archive of Langston Hughes and Nina Simone* (forthcoming 2021).

Statement:

For what feels like the entirety of my tenure as a graduate student, I feel rather beleaguered by negative (and at best contradictory) sentiments surrounding the state of humanities and my chosen profession. The sky always seems to be falling, yet we are told that humanities students are the prophesied way of the future. I admit that I spend much of my time thinking "what's next" for me and my cohort. What do we do? What can the MLA do to assuage any anxieties about the future?

As a graduate delegate for professional issues, I would begin my tenure by enthusiastically advocating for the MLA to be more aggressive in promoting alt-ac careers and for the MLA to continue to focus on issues related to providing financial support for graduate students and independent scholars (especially given the post-COVID world). These issues begin to scratch the surface of what we, graduate students, humanities professionals, and independent scholars, are to do "now." As we all know, the state of humanities appears to be both in stasis yet ever-evolving; my position will be fixed—to advocate for what's best for all us humanities professionals as the field and the world changes daily.

II. Full-Time Contingent Faculty Members (1 contest)

14. Victoria M. Abboud. Lecturer Communications, Media, and Film, University of Windsor

PhD, Wayne State Univ. (WSU). Institutional service: Co-coord., plagiarism task force, WSU, 2002–03; graduate rep., Undergraduate Studies Comm., WSU, 2003–04; sec., Students' Assoc. of Graduates in

English, WSU, 2004–05; English dept. policy comm., WSU, 2004–05; vice pres., Students' Assn. of Graduates in English, WSU, 2005–06; Course Outline Comm., Grand Prairie Regional Coll. (GPRC) 2008–09; New Program Planning Comm., GPRC, 2008–10; coordinator, English Literature and Language Division, GPRC, 2009–11; assoc. dean and dean, School of Univ. Studies and Career Access, Coll. of New Caledonia (CNC) 2012–15; representative, British Columbia Ministry of Education high school requirements dialogue, CNC, 2012; Educational Planning Comm., CNC, 2013–15; chair, School of Liberal Arts and Sciences, George Brown Coll. (GBC) 2015–17; chair, Curriculum Review Comm., GBC, 2015–17; Program Planning and Review Comm., GBC, 2015–17; Degree Steering Comm., GBC, 2015–17; co-lead: online faculty training, Univ. of Windsor, 2020. Previous appointments: adjunct faculty, WSU., 2019; adjunct prof., Humber Coll., 2019; adjunct prof., Univ. of Guelph, Humber, 2018–19; tenured English instructor, Grande Prairie Regional Coll., 2008–12; adjunct English instructor, Northern Lakes Coll., 2009; English instructor, WSU, 2001–07; teaching fellow, Universidade Federal de Minas Gerais, 2006; adjunct English faculty, Lawrence Technological University, 2005–06; English faculty, Univ. of Windsor, 2005. Global Teaching Fellow, Universidade Federal de Minas Gerais (Brazil), 2006; Humanities Center Dissertation Fellowship, WSU, 2007; funded project, eCampus Ontario “Virtual Learning Strategy,” 2021–22. Heberlein Excellence in Teaching Award, WSU, 2007; Tompkins Memorial Writing Award (essay category), 2007; Commission on the Status of Women Professional Development Award, 2007 and 2008; nominee, Excellence in Teaching Award, Grande Prairie Regional Coll., 2009. Ed. board member, XChanges: The American Studies Journal, 2004–08; Northern and Interior Colleges Collaborative Univ. Transfer/Business Working Group, 2012–15; British Columbia Deans' Groups, 2012–15; Colleges and Institutes Canada Natl. Teaching Awards Comm., 2014–15; Ontario Heads of Interdisciplinary Studies, 2015–17; Ontario Colleges Liberal Arts and Sciences Comm., 2015–17; Ontario Indigenous Peoples' Education Circle, 2016–17; ed. board, College Administrator (publication for Ontario College Administrators), 2016–17; invited reviewer, *Mosaic: A Journal for the Interdisciplinary Study of Literature*, 2017–18; Ashoka U ed. and review comm., 2019; creator and lead, Canadian Changemaker Education Research Forum, 2019–20; Canadian Post-Secondary Education Collective, 2019–20; reviewer, UWILL Discover Conference Proposal Review, University of Windsor, 2020; reviewer, Canadian Journal for the Scholarship of Teaching and Learning, September 2020–.

Publications include “The Cybersecurity Path: Positioning Windsor-Essex and Chatham-Kent for the Future” (report), 2021; “Beyond 2020: The Future of Work and Learning” (report), 2021; coauthor “Evaluation for Changemaker Education across Canadian Changemaker Campuses” (report), 2019; “Tech Connect: An Initiative to Support the Windsor-Essex Tech Sector” (report), 2020; contrib., instructor's guide to the *Broadview Anthology of British Literature* (2007), *Arab Voices in Diaspora: Critical Perspectives on Anglophone Arab Literature* (2009), instructor's manual to *Moving beyond the Page: A Reader for Writing and Thinking* (2011), *Evaluating Changemaker Education: A Practitioner's Guide* (2019); work in the following journals: *Perspectives on Evil and Human Wickedness*, *BizX Magazine*, *Michigan Quarterly Review*.

Statement:

As a postsecondary educator in faculty and administrative roles for twenty years, I have worked with countless contingent faculty members and have been one myself. Much of my career has been based across Canada in the college and university sectors and in the United States and Brazil. These diverse experiences proved especially useful when I joined the nonprofit sector as the director of national programming and strategies for “changemaker” education, and, further, when I became a lead program creator and facilitator for multiple stakeholders in education, government, private, and nonprofit sectors while focused on “innovation” and the “future of work.”

My current faculty role is “limited-term” at the University of Windsor, and I have consistently ensured that my students engage with learning and applying concepts through “real-world” challenges and approaches that will serve them in their careers. The “Academy” has often missed the opportunity to serve its students well, especially when traditional silos of disciplinarity remove the possibility of our finding positive through-ways that support learning holistically. It has been my focus and interest to ensure that I guide students and support colleagues in ways that help us move forward collectively despite the inequitable treatment I have experienced because of my title or my “varied” career experiences (“varied” often used

disparagingly in traditional academic circles.) It is my intention to bring a creative and questioning voice to the MLA, and to devote my energies to engaging possibility instead of complacency that often serves only a small percentage of the postsecondary system.

15. Natalie Carter. Senior Lecturer English, Butler University

PhD, George Washington University. Institutional service: Director, First-Year Writing Fellows, Butler University (BU), 2021– ; Director, NetVUE/Social Justice and Diversity Faculty Vocation Fellowship, BU, 2018–19; Honors Board, College of Liberal Arts and Sciences, BU, 2020– ; Honors Faculty, Washington, DC learning/living semester, Center for High Achievement and Scholarly Engagement, BU, 2019; Advisory Committee, Etheridge Knight / Council of Independent Colleges Grant, BU, 2019; Faculty Mentor, Social Justice and Diversity Advisory Committee, BU, 2018–20; Senator, Faculty Senate, BU, 2018– ; cochair, Social Justice and Diversity Summer Faculty Workshop, BU, 2018–20; Committee, Dean’s Taskforce on Teaching in the Liberal Arts and Sciences, BU, 2016–18; Moderator + Student Scholarship Sponsor, Undergraduate Research Conference, BU, 2015– ; Committee, First-Year Seminar Research Learning Outcomes, BU, 2014– ; Advisory Committee, First-Year Seminar, BU, 2013– . Previous appointments: Northern Virginia Community College, 2011–12. repeated recipient, Travel to Present Grant, Butler Awards Committee, Butler University, 2013–19; Annual Conference Travel Grant, MLA, 2012. Outstanding Faculty Award for Excellence in Teaching, College of Liberal Arts and Sciences, Butler University (BU), 2021; Woman of Distinction Award, BU, 2019; continuous recipient, “An Apple for You” Student Government Association Award for Teaching Excellence, BU, 2014–19; Instructor Course Release, College of Liberal Arts and Sciences, BU, 2018; Conference Co-Organizer and Faculty Coordinator, *Trauma: Intersections among Narrative, Neuroscience, and Psychoanalysis*, 2010.

Publications include contrib., *Twentieth Century and Contemporary American Literature in Context* (2021), *American History through American Sports* (2012); work in the following journals: *War, Literature & the Arts*, *Women’s Studies Journal*, *Rupkatha Journal on Interdisciplinary Studies in Humanities*.

Statement:

Hi, I'm Natalie. If I earn your vote, this is who you'll be selecting: As a first-generation college student from an economically impoverished community in rural Missouri, my entire formal education was dependent on scholarships and student aid. I worked full-time for the university where I received both my MA and doctorate so that I would be eligible for institutional tuition benefits. Before I went to work at my M–F/9–5 office job, I taught an early-morning class at a nearby community college; after I got off work, I would attend evening classes for my graduate program. Although I have a (relatively) stable position as a Senior Lecturer now, I am still acutely aware of the challenges facing contingent faculty members, and I will work hard to confront those challenges. For example, four years ago, I was a member of a three-person interdisciplinary team that conceptualized and proposed a course-release policy for non-TT Instructors, a policy which has now been formally adopted by my institution’s College of Liberal Arts and Sciences. This example—of working across disciplines to ensure that all faculty, regardless of rank, are allowed the time and funds to focus on pedagogical initiatives that will ultimately enrich the quality of both students’ educations and faculty lives—is exactly representative of the kind of academic community member I strive to be.

III. Part-Time Contingent Faculty Members (1 contest)

16. Glenn Brock. Adjunct English, Birmingham-Southern College

Statement:

No statement provided.

17. No candidate.

IV. Scholars residing outside the US and Canada (1 contest)

18. Barnita Bagchi. Associate Professor comparative literature, Utrecht University

PhD, Faculty of English, University of Cambridge, 2001. Institutional service: Co-director, Literature and Culture Studies Specialisation, MPhil in Development Studies, Institute of Development Studies Kolkata, India, 2006–09; Life Member, Clare Hall, University of Cambridge, 2013–; Coordinator for Languages, Literature, and Communications of the Humanities Honours program, Utrecht University (UU), 2014–; Coordinator, BA in Comparative Literature, UU, 2020–. Previous appointments: Associate Professor in Comparative Literature, Utrecht University, 2020–; Senior Assistant Professor in Comparative Literature, UU, 2014–20; Assistant Professor in Comparative Literature, Utrecht University, 2009–14; Associate Professor of Human Sciences, specialisation in Literature and Culture Studies, IDSK, India, 2007–09; Assistant Professor of Human Sciences, specialisation in Literature and Culture Studies, IDSK, India, 2004–07; Research Associate, Indira Gandhi Institute of Development Research, Mumbai, India, 2002–04. British Academy Dissemination Fellowship, 2019; British Academy Visiting Fellowship for Overseas Researchers, held at Lancaster University, 2018; Cultures, Citizenship, and Human Rights Grant, UU, 2016; Hermes Fellowship awarded by Maison des Sciences de l'Homme, Paris, CNRS, and French Ministry of External Affairs, attached to the Centre de Sociologie des Pratiques et Représentations Politiques, University Denis Diderot, Paris 7, 2008; Rosa Luxemburg Stiftung Fellowship held at South Asia Institute, Heidelberg University, 2007; Fellowship awarded by Maison des Sciences de l'Homme, Paris, France, 2004 and 2005. Visiting appointments: Visiting Fellow, Centre for Advanced Study in English, Jadavpur University, Kolkata, India, 2004, 2012, 2018; Visiting Fellow, Centre for Feminist Research, York University, Toronto, Canada, 2018; Visiting Fellow, Clare Hall, University of Cambridge, 2013; Visiting Fellow, Centre for the History of Women's Education, Winchester University, UK, 2008. External Research Studentship, Trinity College, Cambridge, UK, 1997–2000. Overseas Research Student Award, awarded by Committee of Vice-Chancellors & Principals, UK, 1997–2000; Honorary Scholar, Cambridge Commonwealth Trust, UK, 1996–97; Hewitt Exhibition, St. Hilda's College, Oxford, UK, 1995–97; Krishna Kripalani Award, Jadavpur University, Kolkata, India, 1995; University Medal, Jadavpur University, Kolkata, India, 1995. Saraju Bhowmik Memorial Medal, Jadavpur University, Kolkata, India, 1995. Member, Executive Board, Stichting Praemium Erasmianum (SPE), responsible for choosing winner of Erasmus Prize, 2016–; Member, selection committee, PhD Dissertation Prizes, SPE, 2016–; Member, NWO (Dutch Research Council) Selection Committee for Veni Early-Career Grant Competition, Cultural Studies, 2018; Member, Committee on Diversity in the Curriculum, Utrecht University, 2017–18; Member, Advisory Committee, Centre for the Humanities, Utrecht University, 2017–20; Coordinator of Working Group on Utopia and Social Dreaming in Connected and Entangled Perspective, Huizinga Institute, 2019–; Co-organizer, international workshop on Aesthetic Education: Humanities Pedagogy Confronting Colonialism, UU, 2019; Organizer, Symposium Transcultural Utopia and the Future, Lancaster University, 2018; Executive Committee Member, International Standing Conference for the History of Education, 2008–14; Organizer, Indo-French Conference on Utopia and Dystopia, Paris, 2008.

Publications include *Pliable Pupils and Sufficient Self-Directors: Narratives of Female Education by Five British Women Writers, 1778–1814* (2004). Ed., *Urban Utopias: Memory, Rights, and Speculation* (2020); ed., *The Politics of the (Im)possible: Utopia and Dystopia Reconsidered* (2012); coed., *Connecting Histories of Education: Transnational Exchanges and Cross-Cultural Transfers in (Post)colonial Education* (2014); coed., *Webs of history: Information, Communication, and Technology from Early to Post-colonial India* (2005); ed. and part-trans., *Sultana's Dream and Padmarag: Two Feminist Utopias*, by Rokeya Sakhawat Hossain (2005). contrib., *Gender, Power Relations and Education in a Transnational World* (2020), *Critical Terms in Futures Studies* (2020), *Utopía: 500 años* (2016), *Tagore: The World As His Nest* (2016), *A History of the Indian Novel in English* (2015), *Tabish Khair: Critical Perspectives* (2014), *Penser Pour Résister: Colère, Courage, et Création Politique* (2011), *Rabindranath Tagore: Wanderer Zwischen Welten* (2011), *Reading Children* (2009), *The Veil of Moneta: Essays on the Nineteenth Century* (2009), *Utopies Féministes et Experiments Sociales Urbaines* (2009), *(Re)Lire Hannah Arendt Aujourd'hui: Pouvoir, Guerre, Pensée, Jugement Politique* (2008); work in the following journals: *Mobilities*, *Women's History Review*, *Paedagogica Historica*, *Open Library of Humanities*, *Cracow Indological Studies*, *New Cinemas: Journal of Contemporary Film*, *Australian Journal of Human Rights*, *CLCWeb: Comparative Literature and Culture*, *Asiatic: IIUM Journal of English Language and Literature*, *Tumultes*, *Romanticism on the Net*, *Essays and Studies* (Jadavpur University).

Statement:

As a scholar, I straddle multiple nations (the Netherlands, India, and the UK being the principal ones), languages (English, Bangla/ Bengali, and Dutch being the principal ones) and cultures, which I see as plural and interwoven with each other in any case. If elected to the MLA Delegates Assembly as representative of scholars residing outside the US and Canada, I would bring to the table two decades of post-PhD academic work and service foregrounding gender and diversity; I would hope to work with the MLA on these issues. My work all through my career has been interdisciplinary, connecting literary studies to gender studies, history, education, development studies, and utopian studies, and on this matter of literary studies in its interdisciplinary aspect there would be much I would bring to the MLA. I would liaise with PhD students and early career scholars on the professional issues they face in western Europe and South Asia. I would also dialogue with MLA colleagues from other parts of the world to arrive at comparative insights and deliberate on what the MLA can do to ameliorate problem areas. Issues of academic precarity and creating space for minority voices are ones that I would work on, from my own intersectional positioning as a senior Dutch woman academic of Indian origin.

19. Ozen Dolcerocca. Associate Professor, University of Bologna

PhD, New York University, NY. Institutional service: University senator elect, co-advocacy chair, NYU, NY 2011; president elect of the graduate student government, NYU, NY, 2012; graduate curriculum committee member, NYU, NY, 2012; quality commission initiative member, Koç University, Istanbul (IST) 2016; chair, department of comparative literature, Koç University, IST. Previous appointments: Koç University, Istanbul, 2016–21. Henry M. MacCracken Fellowship, New York University, 2008–15; Anais Nin Fellowship, New York University, 2013; Global Research Initiative in London Dissertation Grant, New York University, 2014; Dissertation Writing Fellowship, New York University, 2014; Innovation Grant, Koç University, 2017; Seed Fund, Koç University, 2018–20; TUBITAK International Postdoctoral Research Fellowship, 2021; European Research Council (ERC) Starting Grant (2021–26). Visiting appointments: Université Sorbonne-Nouvelle, Paris, 2014–15; New York University, 2017 (summer). Dean’s Outstanding Teaching Award, New York University, 2013. ACLA Owen Aldridge Prize committee chair (2020); MLA West Asian languages, literatures and cultures forum executive council member (2020–25). MLA activities: forum exec. comm., LLC West Asian, 2020–Jan. 2025.

Publications include *Self and Desire in the Modern Turkish Novel* (2012). contrib., *Ottoman Culture and the Project of Modernity: Reform and Translation in the Tanzimat Novel* (2020); *The Oxford Handbook of Decadence* (2021); *Chronologies: Periodisation in a Global Context* (2021); work in the following journals: *Modern Language Notes*, *Journal of Turkish Literature*, *Mediterranean Journal of Humanities*, *Middle Eastern Literatures*, *Fabula: Journal of Folktale Studies*.

Statement:

While we face devaluation of humanities and erosion of our departments today, academic freedom is increasingly under attack at home and abroad. Academics in the humanities globally experience the suppression of institutional autonomy, corporatization of the university, diminishing academic values, job precarity and exploitation, among other issues caused by “academic capitalism.” In understanding and responding to these crises, the MLA needs more critical international perspectives by academics from outside of North America. As an international scholar originally from Turkey, who received her PhD in the US, worked as a tenure-track faculty member for six years in Turkey and recently became a tenured faculty at the University of Bologna, I plan to represent scholars outside of US and Canada at the Delegate Assembly. My engagement with struggles in academic freedom both in the US, as the senator-elect at NYU, and in Turkey facing a systematic erosion of universities, will bring in an overdue perspective on the experiences and contributions of scholars from the Global South and Europe. The MLA has been rightly criticized for its limited internationalization and lack in diversity. If elected as a delegate member of the most important academic community in the humanities, I will vigorously advocate for more institutional inclusion of scholars outside of the US; address particular challenges international scholars face in academic settings in North America; contribute to the institutional response to suppression of autonomy and corporatization of the

university; and argue for more historicized and nuanced response to international debates concerning higher education.

V. Race and Ethnicity in the Profession (1 contest)

20. Vanessa Corredera. Associate Professor English, Andrews University

PhD, Northwestern University. Institutional service: Humanities representative, Undergraduate Council, Andrews University, Berrien springs (AU) 2013–19; communications officer, Undergraduate Council, AU, 2014–15; Honors Council, AU, 2015–present; Institutional Diversity and Inclusion Action Council, AU, 2015–present; University Strategic Planning Committee, AU, 2016–17; Global Engagement Council Task Force, AU, 2016; Undergraduate Admissions Workgroup, AU, 2016; Presidential Inauguration Committee, AU, 2016; Search Committee for Vice President of Diversity, AU, 2017; delegate to 2018 Council of Independent Colleges Diversity Institute, AU, 2018; committee chair, Undergraduate Council Policy, AU, 2018; Search committee for Dean of the College of Arts and Sciences, AU, 2019; chair, Department of English, AU, 2020–present; humanities representative, Faculty Senate, AU, Spring 2021 to Present. Faculty research grant, project on race and representation in the film *O*, Andrews University (AU), 2016; faculty research grant, project on Shakespeare and race in the podcast *Serial*, AU, 2017; faculty research grant, book project on *Othello* in post-racial America, 2018; faculty research grant, book project on *Othello* in post-racial America, 2019; faculty research grant, essay collection project on re-theorizing Shakespeare and appropriation, AU, 2020. Undergraduate Research Mentor Award, Andrews University (AU), 2018; faculty teaching fellow, AU, 2020–21; Daniel A. Augsburg Excellence in Teaching Award, AU, 2021. Planning Committee for Shakespeare Association of America Austin 2020, 2019–20; Editorial Board, *Borrowers and Lenders: The Journal of Shakespeare and Appropriation*, 2020–present; Editorial Board, *Shakespeare Bulletin*, 2020–present.

Publications include “*Speak of Me As I Am*”: *Othello* in Post-racial America (Forthcoming). co-ed., *Rethinking Shakespeare and Appropriation for the Twenty-First Century* (Forthcoming). contrib., *Shakespeare and the Power of the Face* (2015); *The Routledge Handbook to Shakespeare and Global Appropriation* (2019), *Variable Objects: Shakespeare and Speculative Appropriation* (2021), *The Arden Research Handbook to Shakespeare and Adaptation* (forthcoming 2021); work in the following journals: *Literature Compass*, *Shakespeare*, *Borrowers and Lenders: The Journal of Shakespeare and Appropriation*, *Journal of American Studies*, *Shakespeare Quarterly*, *Literature/Film Quarterly*, *Early Modern Literary Studies*.

Statement:

As a teacher-scholar at a small liberal arts university—one of the most diverse schools per capita in the nation—I truly understand the importance of advocating for institutional racial equity and inclusion, not as a selling point, but rather as a foundational ideological and material commitment. This journey began for me in the classroom, with courses focused on diversity conceptualized widely and through an intersectional lens: Shakespeare, Race, and Adaptation, Gender Studies and Literature, Postcolonial Literature, and more. As seen above, questions of race, ethnicity, inequity, and power also fundamentally inform my scholarship on the relationship between Shakespeare and race in contemporary culture. These commitments have increasingly shaped my service, whether at the university, as I successfully advocated for diversity requirements for the English major or facilitated early planning for a Race and Ethnic Studies certificate, or within my field, like advocating for premodern race scholarship on the editorial boards on which I sit, or serving as the liaison for projects on race and/or gender for the Shakespeare Association of America planning committee. In undertaking the work of diversity and inclusion across professional domains, I understand how vital this work is, but also how difficult. It is often challenged and undersupported. It would be my privilege to bring this wide-ranging experience in advocating for racial equity in institutional projects, faculty hiring and support, and pedagogical and scholarly requirements to MLA. I would do so especially attuned to the fact that distinct types of institutions afford vastly different support for this work.

21. Nicole Legnani. Assistant Professor Spanish and Portuguese, Princeton University

PhD, Harvard University. Institutional service: Member of Native American and Indigenous Studies of Princeton (NAISIP) working group at Princeton; Associated faculty, Princeton Native American and Indigenous Studies Initiative (2020–); Co-Director, Princeton in Spain, June 2019; Reviewer for Stanley J. Stein Senior Thesis Prize Committee, Program in Latin American Studies, Princeton University, May 2019; IIP Pre-Departure Orientation Leader for Latin America, Princeton University, April 2019; Member of university-wide ad hoc Task Force on Aid to Puerto Rico, 2017–18; Organizer of the Belonging(s) in Movement event and workshop. Co-sponsored by Canadian Studies, Humanities Council, UCHV, CCH, Princeton University, October 2019; Organizer of the Writing Insurgencies with José Rabasa symposium. April 2019. Co-sponsored by PIIRS, PLAS, UCHV, Humanities Council, Lewis Center for the Arts, CCH, Brazil LAB, Department of African American Studies, Program in American Studies, Department of Religion, Department of Art and Archae. Previous appointment: Harvard University, 2014–16. 250th Anniversary Fund for the development of Wildness, Whiteness, and Manliness in Colonial Latin America, Princeton University, 2020; Award from the Program in Canadian Studies, The Humanities Council, The University Center for Human Values, and the Center for Collaborative History for the organization of the Belonging(s) in Movement event and workshop, Princeton University, 2019; Award from the Princeton Institute for International and Regional Studies, The Program in Latin American Studies, the University Center for Human Values, The Humanities Council, the Lewis Center for the Arts, the Center for Collaborative History, Brazil LAB, the Department of African American Studies, Program in American Studies, Department of Religion, Department of Art and Archaeology for the organization of the Writing Insurgencies with José Rabasa international symposium, Princeton University, 2019; Summer and term-time research travel funding awarded by PLAS and UCHV, Princeton University, 2018. Elected member, Executive Council of Ethnicity, Race, and Indigenous Peoples Section of the Latin American Studies Association for a two-year term (2020–22); Anonymous reviewer for *Hispanic Review* (2020–21), *Perifrasis* (2021), University of Notre Dame Press (2021), Routledge (2021), *Journal of Latin American Cultural Studies* (2020), Blackwell (2019), *Revista de Estudios Hispánicos* (2019), *Journal of Early Modern Cultural Studies* (2018).

Publications include *The Business of Conquest: Empire, Love, and Law in the Atlantic World* (2020); ed. and trans., *Titu Cusi: A 16th-Century Account of the Conquest*. Introduction, Modernization, Translation and Notes by Nicole D. Legnani (2005). contrib., *The Routledge Hispanic Studies Companion to Colonial Latin American and Caribbean Studies (1492–1898)* (2020), *Latin American Culture and the Limits of the Human* (2020), *The Spanish Pacific, 1521–1815: A Reader of Primary Sources* (2020); work in the following journals: *Romance Notes*, *Bulletin of Hispanic Studies*, *New Directions for Youth Development*, *Colonial Latin American Review*, *Hispanic American Historical Review*.

Statement:

No statement provided.

VI. LGBTQ in the Profession (1 contest)

22. Chris Coffman. Professor and Chair English, University of Alaska, Fairbanks

PhD, University of Southern California. Institutional service: Coordinator of the Women, Gender, and Sexuality Studies Program, Univ. of Alaska, Fairbanks, 2009–11; Chair of the Faculty Senate Unit Criteria Committee, Univ. of Alaska Fairbanks, 2013–15; Member, Faculty Senate Administrative Committee, Univ. of Alaska Fairbanks, 2013–15; Organizational Vice President for the Univ. of Alaska Fairbanks, United Academics AAUP/AFT Local #4996, 2015–18; Co-Chair of the Faculty Senate Unit Criteria Committee, Univ. of Alaska Fairbanks, 2019–21; Member, Faculty Senate Administrative Committee, Univ. of Alaska Fairbanks, 2020; Ch. of the Dept. of English, Univ. of Alaska Fairbanks, July 2020–. Previous appointments: California State University, Bakersfield, 2003–05; University of California, Santa Cruz, 2001–03. Mellon Foundation Summer Seminar, Univ. of Southern California, 1997; Summer Research Seminar, Univ. of California, Berkeley, 1999; NEH Seminar on Modernist Paris, 2006; Fulbright-Freud Visiting Scholar of Psychoanalysis, Sigmund Freud Museum and the Univ. of Vienna, 2019. Sec. and exec. board member, Comparative Gender Studies Comm., Intl. Comparative Lit. Assn. / Amer. Comparative

Lit. Assn., 2013–19. Reviewer, Penn State Univ. Press, 2013; Fordham Univ. Press, 2014; Columbia Univ. Press, 2021; Austrian Science Fund (FWF), 2021.

Publications include *Insane Passions: Lesbianism and Psychosis in Literature and Film* (2006); *Gertrude Stein's Transmasculinity* (2018, 2019); *Queer Traversals* (in press for February 2022 publication); contrib., *The Oxford Handbook of Virginia Woolf* (in press); work in the following journals: *TSQ: Transgender Studies Quarterly*, *GLQ: A Journal of Lesbian and Gay Studies*, *Genders*, *Angelaki: A Journal of the Theoretical Humanities, Culture, Theory, and Critique*, *Texas Studies in Literature and Language*, *Arizona Quarterly*.

Statement:

I am currently Chair and Professor of English at the University of Alaska Fairbanks, the United States' arctic university; I served from 2009–11 as Coordinator of its Women, Gender, and Sexuality Studies Program. My classes approach gender and sexuality intersectionally, including diverse voices to complicate LGBT Studies' foregrounding of large metropolitan hubs. I would bring a similar approach to the Delegate Assembly.

I am especially concerned with the way declining public funding for state universities is damaging the infrastructure for humanities research despite the urgent need for work about diverse queer and trans people, which often takes place in programs that are marginalized and under-resourced by neoliberal administrations. As a delegate, I would advocate for strengthening the institutional contexts within which LGBT studies takes place and many LGBT scholars work. I am also concerned with finding ways to redress the disproportionate service burdens often carried by LGBT—especially women and BIPOC—faculty.

My past experience in governance will make me an effective advocate for LGBT people in the Profession. My seat on the committee that sets the agenda for the UAF Faculty Senate asked me to work with faculty and administrators to advance the faculty voice. As UAF's Vice President of a union of University of Alaska faculty, I collaborated with colleagues from campuses with diverse missions, organizational cultures, and regional concerns. And as Secretary for the ICLA's Comparative Gender Studies Committee, I worked with colleagues from around the world to advance gender and sexuality studies within comparative literature.

23. Nishant Shahani. Associate Professor Women's Studies, Washington State University, Pullman

PhD, University of Florida, Gainesville. Institutional service: Interim Director of Women's, Gender, and Sexuality Studies, Washington State University (WSU), 2021. College of Arts and Sciences Humanities Summer Grant at WSU for research at GLBT Historical Archives in San Francisco, 2020. Arts and Humanities Fellowship at WSU to organize symposium on Gender and Race, 2018 (Project team member). Meyer Grant, WSU for project entitled "Intellectual Patent Rights and Sexual Citizenship in India," 2011. Buchanan Summer Fellowship Award, WSU for travel to India for monograph research, 2019. Susan Armitage Faculty Teaching Award, Washington State University, 2007 and 2013. Editorial Board for Journal, *Queer Studies in Media & Popular Culture*, 2014–present; Reviewer for *QED: Journal in GLBTQ Worldmaking*, 2020; Reviewer for *South Asia: Journal of South Asian Studies*, 2019; Reviewer for Routledge Press, 2018; Reviewer for *Social Dynamics*, 2017; Reviewer for *Contemporary South Asia*, 2014; Reviewer for *Law and Social Inquiry*, 2013; Reviewer for Journal, *Sexualities*, 2012; Reviewer for *Mosaic: Journal for the Interdisciplinary Study of Literature*, 2012; Reviewer for *British Journal of Politics and International Relations*, 2012; Reviewer for Journal, *New Cinemas: Journal of Contemporary Film*, 2012; Reviewer for Journal, *Asian Women*, 2012; Grant Reviewer for Social Sciences and Humanities Research Council 2010–present; Reviewer for Journal, *Children's Literature Quarterly*, 2008. MLA activities: forum exec. comm., TC Medical Humanities and Health Studies, 2021–Jan. 2026.

Publications include *Pink Revolutions: Globalization, Hindu Fundamentalism, and Queer Triangles in Contemporary India*, 2021; *Queer Retrosexualities: The Politics of Reparative Return*, 2013. Coed. *AIDS and the Distribution of Crises*, 24 Apr. 2020; contrib., "Gay Tourism in India and the Politics of Worlding" (in press) in *Veils of Empire: Understanding History and Society through Race, Gender, and Postcolonialism*. Ed. by Wakako Araki, Akashi Shoten Press, Tokyo, forthcoming in 2022. Co-author, Preface and Introduction to *AIDS and the Distribution of Crises* (co-written with Cheng and Juhasz), Durham and London: Duke University Press, 2020. Contrib. "Something like a Whole: The Utopian Promise of

Queer Retrosexuality in Samuel Delany's Motion of Light in Water" in *Race and Utopian Desire in American Literature and Society*, Eds. Patricia Ventura and Edward Chan, Palgrave Macmillan, October 2019. Contrib. "Feminism in India and Queer Theory: Reversing Epistemological Frames" *Indiscretions: At the Intersection of Postcolonial and Queer Theory*, Editor: Murat Ayedemir, Publisher: Rodopi Press, 2011; work in the following journals: *GLQ: A Journal of Lesbian and Gay Studies*, *QED: A Journal of LGBTQ Worldmaking*, *Modern Fiction Studies*, *Postcolonial Studies*, *Journal of Popular Culture*, *South Asian Multidisciplinary Academic Journal*, *New Cinemas Journal of Contemporary Film*, *Extrapolation*, *Genders*.

Statement:

No statement provided.

VII. Women and Gender in the Profession (1 contest)

24. Beth Newman. Associate Professor English, Southern Methodist University

PhD, Cornell University. Institutional service: Member, Women's Studies Council, Southern Methodist University (SMU), 1992–98; 2016–19; member, advisory committee to Dedman Coll. Dean, SMU, 1996–99; 2020–); member, commission on teaching and learning, SMU, 1997–2000; director, undergraduate studies in English, SMU, 1998–2004; member, council on general education, SMU, 2001–04; faculty co-chair, President's Commission on the Status of Women, SMU, 2007–08; member, President's Commission on the Status of Women, SMU, 2009–14; director, Women's and Gender Studies program, SMU, 2007–14); chair, faculty senate subcommittee on academic policy, SMU, 2008–09; SMU liaison to local AAUW, 2014; member, Women's and Gender Studies Program Executive Committee, SMU 2015–19; member, Faculty Senate, SMU, 2017–19; Chair, Writing Board, SMU, 2019–present. Faculty research leaves, Southern Methodist University (SMU, various projects, 1989, 1999, 2008, 2019; NEH fellowship, Newberry Library, 1991–92, project on women and the gaze; Dedman College Interdisciplinary Institute grant for symposium on reproductive justice (shared), SMU, 2019; Sam Taylor Fellowship Grant, General Board of Higher Education and Ministry, United Methodist Church, 2019, project on nineteenth-century Jewish convert to Christianity. William Riley Parker Prize for an Outstanding Article, *PMLA*, 1990–91; President's Associates Outstanding Faculty Award, Southern Methodist University (SMU), 1999; election to Academy of Distinguished Teachers, SMU, 2002; authors' award for an outstanding book, Godbey Lecture Series, SMU, 2005. Local Arrangements co-chair, SCMLA, 1997; Graduate Student Paper Prize Committee, North American Victorian Studies Association, 2016; Lead conference organizer, (2019) and board of directors (2021–), Interdisciplinary Nineteenth-Century Studies.

Publications include *Subjects on Display: Psychoanalysis, Social Expectation, and Victorian Femininity* (2004). ed., *Jane Eyre (Case Studies in Contemporary Criticism)* (1996; 2014); *Wuthering Heights* (Broadview Literary Texts) (2007); contrib., *Feminisms: An Anthology of Literary Theory and Criticism*, revised ed. (1997), contrib., *Macmillan New Casebook Series on The Turn of the Screw and What Maisie Knew* (1998), contrib., *Jane Eyre: A Casebook* (2007), contrib., *Victorian Vulgarities: Taste in Verbal and Visual Culture* (2009); contrib., *Extraordinary Aesthetes* (in press); work in the following journals: *ELH*, *PMLA*, *Novel*, *Criticism*, *Victorian Studies*, *Victorian Poetry*, *Victorian Review*.

Statement:

I have been in the profession for over three decades, directed a Women's and Gender Studies program, and participated both as a member and a co-chair of my university's commission on the status of women. During this time, I have witnessed the growth of women's presence in the profession—and the simultaneous erosion of tenure-line positions, a development that disproportionately affects women, LGBTQ+, and other minoritized persons. Meanwhile, I have arrived at an age that makes me increasingly conscious of ways age discrimination particularly affects women—and there are now more older women in the profession than in previous decades. In other words, the need for advocacy on behalf of women in the profession is constant, but constantly shifting.

I would be honored to take up that work of advocacy on the MLA delegate assembly. I like to think that my three-plus decades of thinking back on my own experiences in the profession, watching those of my younger colleagues, working with PhD students, and participating in various gender-related forms of service

at my own institution gives me something of a long view, as well as an awareness of the ways that the issues facing women, and the demographic composition of that category, change over time.

25. Elizabeth Sheehan. Associate Professor of English and Women, Gender, and Sexuality Studies, Oregon State University

PhD, University of Virginia. Institutional service: Member, President's Commission on the Status of Women, Oregon State University (OSU), 2016–19; Faculty Senator, OSU, 2017, 2018–20; Member, College of Liberal Arts Diversity Working Group, OSU, 2018–20; Member, Affordable Learning Steering Committee, OSU, 2019–20. Previous appointments: OSU, 2012–; Ithaca College, 2010–12. Presidential Fellowship, University of Virginia, 2003–08; Coby Foundation Grant, 2011; Faculty Internationalization Grant, OSU, 2013; Center for the Humanities Faculty Fellowship, OSU, 2013–14; Difference, Power, and Discrimination Academy Fellowship, OSU, 2017. English Department Merit Award in Scholarship, Ithaca College, 2011; Award for the Best Feminist Essay, Rocky Mountain Modern Language Association Conference, 2008; Zora Neale Hurston Award for Best Essay by a Graduate Student, Women and Gender Program, University of Virginia, 2008. Best Book Award Committee (2020), Conference Planning Committee (2022), Modernist Studies Association (MSA).

Publications include *Modernism à la Mode: Fashion and the Ends of Literature* (2018); coed., *Cultures of Femininity in Modern Fashion* (2011); contrib., *Beyond Bloomsbury: Designs of the Omega Workshops* (2009), *A Companion to the Harlem Renaissance* (2015), *Women's Periodicals and Print Culture in Britain, 1918–1939* (2017), *The Oxford Handbook of Virginia Woolf* (2021); work in the following journals: *Modern Fiction Studies*, *Modernism/Modernity* (print plus), *Journal of Modern Periodical Studies*.

Statement:

As a delegate, I would be committed to addressing the long-standing gender inequities that have been exacerbated by the pandemic, including those related to care-giving, the casualization of academic labor, the defunding of language and literature programs, and the backlash against critical work on gender, sexuality, and race. As a faculty member in Literary Studies and Women, Gender, and Sexuality Studies at Oregon State University, my research, teaching, and service are grounded in critical approaches to race and gender. My publications include feminist analyses of twentieth century British and American fashion, periodicals, and photography. At OSU, I co-led a committee of the President's Commission on the Status of Women that advocated for changes in how the university evaluated teaching in order to reduce the impact of gender and racial biases. As a recent faculty senator, I supported efforts to adjust tenure and promotion guidelines, increase mental health resources for faculty and students, and to reconceive campus safety in response to calls by student-activists inspired by the Black Lives Matter movement. I am an active member of my faculty union, which is negotiating the guidelines for "re-opening" campus while working to address the prevalence of sexual harassment, lack of child-care, and disproportionate number of female faculty in non-tenure track positions. Having previously taught at a small liberal arts college, I am eager to work with MLA members at a range of institutions to address gendered inequities and increase opportunities for women and gender non-conforming faculty and students in the profession.

VIII. Composition, Rhetoric, and Writing Programs (1 contest)

26. Kristen L. Marangoni. Associate Professor English, Tulsa Community College, OK

PhD, University of Tulsa. Institutional service: Coordinator, Community Lens Conference with Edward Zlotkowski, 2017; Chair, Service-Learning Advisory Board, 2017–present; Reviewer, TCC Institutional Review Board, 2017–18; Coordinator, Building a Culture of Engagement with Barbara Jacoby, 2018; Chair, English Faculty Hiring Committee, 2018; Chair, Coordinator, Newman Civic Fellowship, 2015–present; Comp I/Comp II Assessment, 2019–present. Previous appointments: University of Tulsa, 2013, Postdoctoral Teaching Fellow; University of Tulsa, 2010–13, Graduate Teaching Assistant. Women's Studies Research Award, Diana Athill archives, University of Tulsa, 2008; Bellwether Fellowship, University of Tulsa, 2012; Postdoctoral Fellowship in English Literature, University of Tulsa, 2013; TCC Remembers: The Legacy of Greenwood and Our Shared Racial Healing, Oklahoma Humanities Grant, 2020.

Chapman Distinguished Scholar Award, 2012; Service-Learning Scholars Award, Tulsa Community College, 2014; University of Tulsa Athletic Department Faculty Excellence in Teaching Award, 2014; University of Oxford, Jesus College, Conference Travel Grant, 2016; TCC TRIO Excellence in Teaching Faculty Award, 2018; GIFT (Great Ideas For Teaching) Award, Oklahoma Association of Community Colleges, 2018; TCC Professional Development Travel Award, Conference Travel Grant, 2019; Oklahoma Campus Compact Travel Award, Conference Travel Grant, 2019; Robert Hacke Scholar-Teacher Runner-Up, College English Association, 2019. Advisory Board Member, Oklahoma Campus Compact, 2018–present; Educational Board Member, Domestic Violence Intervention Services (DVIS), 2018–19; Pilot Review Participant, Service Learning Quality Assessment Tool (SLQAT), 2020; Planning Committee, John Hope Franklin National Symposium, 2018–present.

Publications include contrib., *The Language of Images*, 2013; work in the following journals: *Women: A Cultural Review*, *The Missouri Review*, *The Journal of Beckett Studies*.

Statement:

Having taught Composition at a Native-serving community college for seven years, I am part of a rising class of faculty who have historically struggled to find representation at the national level.

As an MLA Composition, Rhetoric, and Writing Program delegate, I will approach issues through the lens of accessibility. Community Colleges are champions of access, reducing many traditional obstacles to higher education like high tuition and test scores while also offering enhanced wrap-around support services that help keep students moving through programs. As a college degree is a key indicator for economic mobility, community colleges are facilitating economic advancement for many students who might otherwise remain stuck in a cycle of poverty.

I'm well-versed in pedagogies like service-learning that are linked to student success and access in higher education. Many scholars (Kuh, Jacoby, Giles) document how service learning benefits all students but particularly under-served students. As such, my students often work with other courses to research and write for non-profits. I recently coordinated a seven-course interdisciplinary virtual project called Mapping Greenwood that was published recently in commemoration of The Tulsa Race Massacre.

I'm concerned, however, that many faculty are being pushed by administrators into teaching high impact practices without adequate training or support. As a delegate, I will advocate for better access to training and funding as well as to more transparency regarding high-impact pedagogies for Comp Rhet faculty. I believe that conversations about these topics are also relevant to lit and language colleagues as well.

27. Rachel Riedner. Professor Writing Women's, Gender, and Sexuality Studies, George Washington University

PhD, George Washington University, Washington, DC. Institutional service: Director of Writing in Disciplines Program, George Washington University 2011–15; Executive Director of University Writing Program, George Washington University 2015–19; Associate Dean of Undergraduate Studies, George Washington University 2019–present. Previous appointments: George Washington University, 2003–present. National Science Foundation Grant. Research Initiation in Engineering Formation: Writing Education Initiating Identity Transformation in Engineering Students—The WRITES Project, 2019–present; Humanities Facilitating Fund grant for book project, George Washington University (GW), 2020 Faculty Specialist Grant, TU Dublin, 2016–19; Cross-Disciplinary University Research Grant for collaboration with Physics Department, GW, 2019; University Research Grant for book project, GW, 2018; Fulbright Specialist Grant, University of Tromsø, Norway, 2016; Elizabeth Flynn Award for the most outstanding article published in feminist rhetoric and composition “Lives of In-Famous Women,” *Teachers of Composition and JAC*, 2013. Editorial Review Board. WAC Clearing House Book Series. Colorado State University, 2020–present. Conference on College Composition and Communication (CCCC) Nominating Committee, 2018–19; Editorial Board. *Peitho: Journal of the Coalition of Women Scholars in the History of Rhetoric and Composition*, 2016–present; Editorial Board. *Prompt: A Journal of Academic Writing Assignments*, 2016–present; Editorial Board. *All Ireland Journal of Higher Education*, 2015–19; Winifred Bryan Horner Outstanding Book Award Committee, Coalition of Feminist Scholars in the History of Rhetoric and

Composition, 2018; Founding and Lead Series editor. Lexington Books Cultural Studies/Activism/ Pedagogy Seven books published, 2007–15; Editorial Board. Young Scholars in Writing, 2011–15.

Publications include *Writing Neoliberal Values: Rhetorical Connectivities and Globalized Capitalism* (2015). coauthor, *Democracies to Come: Rhetorical Action, Neoliberalism, and Communities of Resistance* (2008). contrib, *Feminist Witnessing: Precarity, Gendered Labor* (2021), *Collaborating between Writing and STEM: Teaching Disciplinary Genres, Researching Disciplinary Interventions, and Engaging Science Audiences* (2020), *Where are the Women? Rhetoric of Gendered Labor in University Communities* (2015), *Disposable Drudgery: Outsourcing Goes to College* (2015), *Toward a Cogent Analysis of Power: Transnational Rhetorical Studies* (2013), *Lives of In-famous Women: Gender, Political Economy, Nation-State Power, and Persuasion in a Transnational Age* (2013), *Toward an Anti-Disciplinary Nexus: Cultural Studies, Rhetoric, and Composition* (2009), *An Introduction Without Guarantees: Conviviality in a Time of Neoliberalism* (2008), *Affective Encounters: Writing Zapatismo* (2007), *Rhetorics of Force, Violence, and Benevolence: A Response to the Events of A-16* (2006), *Cultural Studies, Rhetoric Studies, and Composition: Towards an Anti-Disciplinary Nexus* (2006), *Strategies of Containment* (2004).

Statement:

As a faculty member in a writing program and a former WPA, I am committed to a vision of our field that supports engagement with the public issues of our time that address race, gender, citizenship, disability, and other social categories. Our teaching and scholarship's focus on public discourse, literacy, inclusive language acquisition, ethical written and oral communication, and other areas intersects with these public issues as does our attention to institutional issues such as part-time and contract faculty labor. My goal is to represent the field through MLA, but also to connect with other MLA representatives around these shared concerns.

IX. Creative Writing Programs (1 contest)

28. Mary-Beth Brophy. Professional Writing Tutor 1, Ocean County College, NJ

PhD in Creative Writing, University of St. Andrews, Scotland. Institutional service: Adjunct representative on College Senate, Ocean County College, 2017–19. Previous appointments: Member of advisory panel, Symposium for Part-Time, Adjunct, and Contingent Educators, Kennesaw State University, 2018–19; undergraduate and post-graduate student representative on School of English Student-Staff Consultative Committee, University of St. Andrews (UStA), 2008–10; committee member, School of English Postgraduate Research Facility Student Committee, UStA, 2007–08. Honorable mention in general fiction, Beach Book Festival, 2013; 2nd place, children's literature division, Arizona Authors Association Literary Awards, 2004; winner of University of Southern California One-Act Play Festival, 1997; quarter-finalist in Nicholl Screenwriting Fellowship Competition, 1995. MLA activities: Committee on Contingent Labor in the Profession, 2015–18; forum exec. comm., HEP Part-Time and Contingent Faculty Issues, 2018–Jan. 2023.

Publications include *Mayor of Hollywood* (2013); *Walking with Dead People - Hollywood* (2012); *The Last Stop Before Home* (2004); work in the following journals: *Teaching American Literature: A Journal of Theory and Practice*, *Religion and the Arts*, *Georgia Business Education Association Journal*.

Statement:

As the holder of both an MPW (akin to an MFA) in dramatic writing and a PhD in fiction writing with 19 years of experience as just-in-time faculty, I view this position as an opportunity to both advocate for greater respect within the MLA for creative degree holders—both as educators and as scholars—and for awareness of the pressing need to afford creative writers more space and job security to write by converting contingent composition course positions (often held by faculty with MFAs) into full-time tenure-line jobs. Creative writers have a deep understanding of writing structure and process, yet the expertise we bring to English and writing programs is frequently devalued. The MLA needs to lead the way in changing the perception that the creation of literature is somehow a lesser skill than the study of literature.

29. Stefania Heim. Assistant Professor English, Western Washington University, Bellingham

PhD, CUNY Graduate Center, New York. Institutional service: Curriculum Committee, English department, Western Washington University, 2019–20; Activities Committee, Eng dept, WWU, 2020–21; Advisory Committee (elected), English dept, WWU, 2020–22; Research & Creative Activities Council, WWU, fall 2021. Previous appointments: Duke University, Thompson Writing Program, 2015–18. Chancellors Fellowship, CUNY Graduate Center, 2008–11; Calder Dissertation Fellowship, CUNY Graduate Center, 2011–12; Josephine de Karman Dissertation Fellowship, 2012–13; Fellowship, Oakley Center for the Humanities and Social Sciences, Williams College, spring 2018; Fellowship in Translation, National Endowment for the Arts, 2019–20; Summer Research Grant, Western Washington University, 2020 and 2021. Visiting appointments: University of Montana, Richard Hugo Visiting Poet, spring 2016; Bennington College, Visiting Faculty in Literature, spring 2018. Gatewood Prize, Switchback Books, 2012; Sawtooth Prize, Ahsahta Press, 2018. Executive Board Member, Columbia University Center for Literary Translation, 2005–09; Judge, Best Translated Book Award (Poetry), 2013–14; Editor-at-large, *Lost & Found: CUNY Poetics Document Initiative*, 2010–present; Editor-at-large, *Circumference Books*, 2019–present; Board member, The Muriel Rukeyser Living Archive, Eastern Michigan University, 2019–present; Judge, Grady Awards, University of Maine, 2020; Expert Reader, National Endowment for the Arts, 2020. MLA activities: forum exec. comm., RCWS Creative Writing, 2020–Jan. 2025.

Publications include *A Table That Goes On for Miles* (2014), *Hour Book* (2019). ed., *Darwin & The Writers: A Recovered Essay by Muriel Rukeyser* (2010); coed., *What Nature* (2018), *Poems for Political Disaster* (2017), *What We Are Part Of: CUNY Open Admissions & Adrienne Rich* (2014); trans., *Geometry of Shadows: Giorgio de Chirico's Italian Poems* (2019); cotrans., *Women in Concrete Poetry* (2020); coauthor, *Midwinter Constellation* (forthcoming 2022). contrib., *21/19: Contemporary Poets in the Nineteenth Century Archive* (2019), contrib., *Spellbound: The Art of Teaching Poetry* (2019); work in the following journals: *Paris Review*, *The Georgia Review*, *The Literary Review*, *Journal of Narrative Theory*, *Harp & Altar*, *EOAGH*, *La Petite Zine*, *Aufgabe*, *Boston Review*, *Jacket2*, *Poetry International*, *Lute & Drum*, *Ghost Proposal*, *Thoreau Society Bulletin*, *A Public Space*, *Harvard Review*, *Metaphysical Art*, *Critical Flame*, *Textual Practice*, *Asymptote*, *Lana Turner: a journal of poetry & opinion*, *Hambone*, *Post45*, *Oversound*, *Journal of Modern Literature*.

Statement:

It is an honor to be considered to represent my colleagues on matters of professional concern in the MLA Delegate Assembly. I have had a wide-ranging career in literature, languages, scholarship, translation, and creative writing, and am eager to draw from all of these experiences in amplifying the concerns of wide-ranging voices within this institution. I do not only work at the intersections of creative and critical practices, I have also been an editor and founder of various literary publications and initiatives (both within and outside of higher ed). I also worked for years as a contingent faculty member before joining the tenure stream. All of this experience has shaped my understanding of what is possible in an organization like the MLA and how we may work collectively to represent our diverse interests.

X. Language Programs (1 contest)

30. Viktor I. Berberi. Assistant Professor humanities, University of Minnesota, Morris

PhD, Indiana University, Bloomington. Institutional service: Director of the Hasselmo Language Teaching Center, University of Minnesota, Morris (UMM), 2012–present; Coordinator of Non-Major Language, UMM, 2012–present; Coordinator of Undergraduate Italian Program, Penn State University, 2001–02. Previous appointments: Penn State University, University Park, 2001–02. Imagine Fund Grant, University of Minnesota (UM), “The Legacy of Italian Colonization in the Novels of Albanian Italoophone Authors,” 2020; Imagine Fund Grant, UM, “Danilo Dolci: Poetry, Praxis, and Nature,” 2017; NEH Summer Fellow, “Extending the Land Ethic: Current Humanities Voices and Sustainability, 2016; Margaret C. Cargill Sustainability Leadership for the Future Fellow, UM, 2014–16; Imagine Fund Grant, UM, “Albanian Voices in Italian Literature,” 2013. Ad hoc reviewer, *The Journal of Mediterranean Studies*, 2020; Ad hoc reviewer, *The Netherlands Organization for Scientific Research*, 2012.

Publications include contrib., *Landscapes, Natures, Ecologies: Italy and the Environmental Humanities* (2018); contrib., *Poesia dell'esilio. Saggi su Gëzim Hajdari* (2010); work in the following journals: *The Poetry Foundation*, *The Italianist*, *Rivista di Studi Italiani*, *Forum Italicum*.

Statement:

If I were to serve as MLA delegate representing Language Programs I would be most interested in initiatives demonstrating the continued relevance of language study in the academy. These may involve, among other things: making deliberate connections between the languages and students' coursework in other disciplines; preparing students to articulate the value of language proficiency in the job search; developing their awareness of current global issues through the lenses of specific world languages and cultures; and advocating for the place of language study, including the study of Native American languages, in the necessary work of cultural sustainability. Because of the pandemic, technology has often taken center stage in our classrooms, and as language instructors we should of course make the best use of the technology that will continue to exist in students' lives. However—and especially as we transition back to in-person instruction—we must also strive to demonstrate the irreplaceable value of the humanities, and of languages in particular, in building self-awareness, a sense of community, and the ability to appreciate and navigate cultures other than our own. All of these skills will help us address the serious challenges of our times. Finally, given the current staffing of language programs, I would also encourage the MLA in its representation of all language faculty, regardless of rank and tenure status, with particular attention given to the support of individuals working outside of the tenure system.

31. Matthew I. Feinberg. Assistant Professor world languages, literatures, and cultures, Baldwin Wallace University

PhD University of Kentucky. Institutional service: Speaker for First-Year Student Academic Achievement Event, Baldwin Wallace University (BWU) 2021; Peer-Assessment Reviewer. Office of Assessment. BWU, 2018–21; Undergraduate Research and Creative Studies Advisory Council (URCS), BWU 2020–21, Honors Advisory Council BWU spring 2021; Faculty Job-Search Panel for Chief Talent Officer Hire, BWU, 2020; Program Assessment Coordinator (Spanish), BWU 2019–21; Fulbright Evaluation Committee, BWU 2019–21; Spanish Club Advisor, BWU 2019; Elementary Spanish Coordinator BWU 2016–21. Previous appointments: Case Western Reserve University 2014–16; Oberlin College, 2012–14. Andrew W. Mellon Postdoctoral Fellowship. 2012–14; Fulbright Fellowship. United States Department of State - Bureau of Educational and Cultural Affairs, 2011–12. Nomination for Baldwin Wallace Student Senate Faculty Excellence Award, Baldwin Wallace University (BWU), 2019; 2017: Service-Learning Faculty Fellow BWU, 2017; Faculty Summer Grant. BWU; Ohio Arts Council ArtStart Grant, BWU, 2017; Andrew W. Mellon Postdoctoral Fellowship; Department of Hispanic Studies Oberlin College, 2012–13; Fulbright Fellowship, United States Department of State - Bureau of Educational and Cultural Affairs, 2011–12; McCrary Award for Most Outstanding Second-Year Graduate Student. Department of Hispanic Studies, University of Kentucky 2008; Stolley-Ryan American Literature Prize, Middlebury College 1997. Peer Reviewer: *Arizona Journal of Hispanic Cultural Studies*, 2019–20; Peer Reviewer: *Hispania*, 2019–20, *Hispanic Studies Review*, 2018–19; *Arizona Journal of Hispanic Cultural Studies* 2013–15; *Bulletin of Hispanic Studies*, 2016–17; *425°: Journal of Literary Theory and Comparative Literature* 2016–17; *Ecozon@: European Journal of Literature, Culture and Environment*, 2016–17; *Journal of Urban Cultural Studies*, 2015–16; Reader. Spanish Advanced Placement Exam, Educational Testing Service, Cincinnati, OH, 2013.

Publications include *From the Theater to the Plaza: Urban Space, Spectacle, and Protest in Twenty-First Century Madrid* (in press). Contrib. *Ethics of Life: Contemporary Iberian Debates* (2016); work in the following journals: *Arizona Journal of Hispanic Cultural Studies*, *Revista de estudios hispánicos*, *Journal of Spanish Cultural Studies*, *Journal of Urban Cultural Studies*, *International Journal of Iberian Studies*, *Romance Quarterly*, *Ometeca*, *ISLE: Interdisciplinary Studies in Literature and Environment*, *Journal for the Assembly on Expanded Perspectives on Learning*.

Statement:

I am honored to be considered as a delegate for the Modern Language Association. Amidst the turbulence of our pandemic year many ongoing issues confronting higher education came to a head. Important conversations around diversity, equity, and inclusion came to the fore and converged with other debates regarding the cost of higher education, academic freedom, and the role of the Humanities in an education landscape ever more tilted in favor of the interests of STEM and Business fields. I encourage the MLA to continue to address these issues and would work to create more opportunities for productive conversations around these issues. More than anything I would advocate for the reform of our professional standards regarding scholarship by cultivating more opportunities and more incentives for public scholarship. The Humanities has for too long relied on others to bring our research and critical analysis to the public. It is paramount that the MLA support new standards for hiring committees and committees of Tenure and Promotion that value public-facing and community engaged scholarship and I hope to work toward this objective as a delegate.

XI. Less Commonly Taught Languages (1 contest)

32. Giovanna Faleschini Lerner. Professor of Italian Studies, Franklin & Marshall College

PhD, University of Pennsylvania - MA, University of Pennsylvania - Laurea, Università Cattolica di Milano. Institutional service: Provost's Task Force on Contingent Faculty, 2015–16, Franklin & Marshall College (F&M); Chair, Italian Studies Department, 2015–18, F&M; Co-chair, Language Studies Council, 2015–18, F&M; Committee on Faculty Diversity and Inclusion, 2018–19, F&M; Faculty Chair, Committee on Grants, 2016–18, 2020–21, F&M; Chair, Women's, Gender, and Sexuality Studies Program, 2018–19, 2020–22, F&M. University Fellowship, University of Pennsylvania, Department of Romance Languages, 2002–03, 2003–04; Research Fellowship, Fondazione Maria e Goffredo Bellonci, Rome, 2002; Salvatori Summer Research Grant, University of Pennsylvania, Department of Romance Languages, 2003; Office of College Grants research grants (2014, 2016, 2018, 2019), F&M. Visiting appointments: Visiting Scholar, Department of Romance Languages, University of Pennsylvania, 2014. Member of Advisory Board, *L'Avventura. Italian Film and Media Studies Journal*, eds. Lucia Cardone and Leonardo Quaresima, 2014-; Member of Editorial Board, *AATI Working Papers (Web)*, eds. Ilaria Serra, Daria Mizza, Andrea Dini, 2015–19; Peer Reviewer, *Quaderni d'Italianistica, Journal of the Canadian Association for Italian Studies*, eds. Patrizia Bettella, Gianni Cicali, and Konrad Eisenbichler, 2014; Peer Reviewer, *Ecozon@, European Journal of Literature, Culture and Environment*, ed. Carmen Flys-Junquera, 2015, 2016; Peer Reviewer, *Gender, Sexuality, Italy, Annual online journal*, eds. Nicoletta Marini Maio, Ellen Nerenberg, Paola Bonifazio, 2015, 2016, 2018, 2019; Peer Reviewer, *The Italianist. Film issue*. Eds. Danielle Hipkins, Elena Past, Monica Seger, 2019. Co-director, Humanities Colloquium on "Environments," 2018-19, F&M; Co-director, F&M Forced Migration Working Group, with Doug Anthony, 2017-; F&M Digital Humanities Working Group, Summer 2018, AY2018–19; Decolonizing the Curriculum Learning Community, dir. SherAli Tareen, May-June 2018, F&M; Member of Inaugural Humanities Colloquium on "Borders," dir. SherAli Tareen, Spring 2017, F&M; AALAC Workshop on Forced Migrations, 24-26 Feb. 2017, Vassar College; Digital Humanities Symposium, 10 Jan. 2014, F&M; Blended Learning Today and Tomorrow, dir. Kim Armstrong, Spring and Fall 2013, F&M. MLA activities: forum exec. comm., LLC 20th- and 21st-Century Italian, 2018–Jan. 2023.

Publications include *Carlo Levi's Visual Poetics: The Painter as Writer* (2012). Coed., *Italian Motherhood on Screen* (2017). contrib., *Femminismo e cinema* (2015), *Thinking Italian Animals: Human and Posthuman in Modern Italian Fiction and Film* (2014), *Zoom d'oltreoceano: istantanee sui registi italiani e sull'Italia* (2010), *From Terrone to Extra-Comunitario: The New Racism in Contemporary Italian Cinema* (2010), *Creative Interventions: The Role of the Intellectual in Contemporary Italian Culture* (2009), *Narrare la storia. Dal documento al racconto* (2006); work in the following journals: *gender/sexuality/italy*, *Poetiche*, *Quaderni del CSCI*, *Journal of Italian Cinema and Media Studies*, *California Italian Studies*, *Italica*, *Forum Italicum*, *EuropeNow*, *FlashArt Italia*, *Annali d'italianistica*.

Statement:

I am honored to be considered as a candidate for the Delegate Assembly for the less commonly taught languages. After years of advocacy and service in small humanities programs and departments, I

believe I understand the pressures that such programs face in the current financial and cultural climate and am as committed as ever to represent their needs, their contributions, and the creative and innovative approaches they can bring to the Delegate Assembly.

33. Lina N. Insana. Associate Professor Italian, University of Pittsburgh

PhD, University of Pennsylvania. Institutional service: Director, Italian Undergraduate Studies, University of Pittsburgh (UPitt), 2002-2010; Associate Chair, Department of French & Italian, UPitt, 2010–13; Chair, Department of French & Italian, UPitt, 2013–19; Chair, Humanities Council, UPitt, 2017–19; Director, Italian Graduate Studies, UPitt, 2010–present; Director, Pitt in Italy (UPitt), 2000, 2003, 2007, 2018. UPitt Humanities Center Faculty Fellow, fall 2010; Selection to Hess Faculty Seminar at the US Holocaust Memorial Museum, Center for Advanced Holocaust Studies: “Teaching the Holocaust: History, Memory, and Memorialization,” January 2013; Selected to form UPitt World History Center Working Group on Italian Diaspora Resource Map (with collaborators from Heinz History Center and WVU), Fall 2020. Visiting appointments: Visiting Professor, Università della Calabria, January 2017. MLA Aldo and Jeanne Scaglione Award for a Manuscript in Italian Literary Studies, for *Arduous Tasks: Primo Levi, Translation, and the Transmission of Holocaust Testimony*, 2007; American Association of Italian Studies 2009 Book Prize for best book in 20th-Century Italian Studies, for *Arduous Tasks: Primo Levi, Translation, and the Transmission of Holocaust Testimony*, 2010. MLA activities: Scaglione Publication Award for a Manuscript in Italian Literary Studies Selection Committee, 2011–13 (2012 ch.); Committee on Honors and Awards, 2015–2019 (ch. 2018–19); forum exec.comm., LLC 20th- and 21st-Century Italian, 2021–Jan. 2025.

Publications include *Arduous Tasks: Primo Levi, Translation, and the Transmission of Holocaust Testimony* (2009). contrib., *Sicily and the Mediterranean: Migration, Exchange, Reinvention* (2015), *MLA Approaches to Teaching the Writings of Primo Levi* (2014), *Il Memoriale italiano ad Auschwitz. Documentazione, conservazione e progetto di integrazione 2008–2012* (2014), *The German Wall: Fallout in Europe* (2011), *Strong Voices, Weak History: Women Writers of the Middle Ages and Renaissance in England, France, and Italy* (2004); work in the following journals: *ADFL Bulletin*, *Annali d'Italianistica*, *Italian American Review*, *Italica*, *Journal of Italian Translation*, *MELUS*, *Heliotropia*, *RLA*.

Statement:

I am honored by this nomination and am eager to contribute to field-wide discussions as a member of the Delegate Assembly. As a scholar and educator in Italian Studies, I represent a language that is at the margins of "lesser-taught" categorizations (i.e., taught more frequently, historically, than other languages). That said, we are approaching a moment in Higher Ed that will likely see radical reconfigurations of departments and schools, and lesser-taught languages will only survive with robust and coordinated advocacy at a national level. I look forward to applying my institutional experience (working with other language program Chairs and other Humanities leaders) to new contexts and emerging challenges. Thank you for your consideration.

XII. Community Colleges (1 contest)

34. Gina Siple. Assistant Professor English, Nassau Community College, NY

BA, SUNY Binghamton University; MA, Syracuse University; MED, University of Oregon; PhD, Hofstra University. Institutional service: Coordinator of Emerging Educational Technologies, SUNY Nassau Community College (2018-2020); Director, Coding in the Schools Program, SUNY Stony Brook University (2016–18). Sabbatical Grant, Nassau Community College, 2020–21; Emerging Leaders Fellowship, National Council of Teachers of English Conference on English Leadership, 2013–15; Teacher of the Future Fellowship, The National Association of Independent Schools, 2012–13. Faculty Recognition Award for Excellence in Teaching Students With Disabilities, SUNY Nassau Community College (NCC), 2021; Online Teaching Effective Practices Award, OPEN SUNY, 2020; Faculty Recognition Award for Excellence in Teaching Students With Disabilities, (NCC), 2017; Uber Fellow, SUNY Tools of Engagement Project (2017, 2016); First Place, Most Intriguing Use of EdTech, SUNY Tools of Engagement Project (2015); Honorable Mention, Allen Ginsberg Poetry Prize, *Paterson Literary Review* (2009, 2012). Jane Austen Society of North

America Essay Contest Judge (2017–21); Website and Newsletter Editor, New York College Learning Skills Association (2016–19).

Publications include contrib., *Transforming Digital Learning and Assessment* (2021); *To See the Wizard: Politics and the Literature of Childhood* (2007); work in the following journals: *Selected Papers of Internet Research*, *Journal of Educational Technology Systems*, *English Journal*, *English Record*, *The Paterson Literary Review*, *The Sierra Nevada Review*, *The Healing Muse*, *LIPS*.

Statement:

There is a stigma within and beyond the academy that community college isn't real college; that our students are underachievers. Yet, community colleges and the students they serve are the center, not the periphery, of the college experience. The Community College Resource Center at Teachers College, Columbia University reports that 44% of all undergraduates are currently enrolled in a community college and 49% of all students who complete a degree at a four year college were once community college students. In essence, wherever we teach, many of our students were once community college students. As a member of the MLA Delegate Assembly, I will advocate for policies that empower and dignify our students and by extension, illustrate the value of our profession. Many of our students are food and housing insecure and these are essential conditions for learning. When we look to the future of the humanities and the value of a liberal arts education, it begins by addressing our students' basic human needs. I am a first-generation college graduate and I know far too well the arduous path to higher education. Prior to my appointment at the community college, I taught in K–12 schools and as an MLA member am invested in strengthening ties between K–12 and Higher Education because this work extends across the spectrum of our educational institutions. It includes advocating for fair labor policies for contingent faculty and graduate students and coordinating resources to promote sustainable alt-academic careers.

35. Ashley Streeter. Professor English and modern languages, San Jacinto College

PhD, Columbia University. Institutional service: Committee member, DEI SJC Employment Outcomes, 2021–present; General Education Assessment Evaluator 2020–present; Scholarship Reviewer, 2019–present; Mentor to part-time faculty, 2019–present; HyFlex Working Group, Summer 2020; Scholarship of Teaching and Learning, 2019–present; Signature Assignment Revision English 1301, 2020–21; Course Mapping, 2021; Faculty Advising, 2021–present; OER course development, 2021–present (grant recipient). Previous appointments: Adjunct Professor, Lone Star College, 2017–present; English Teacher, New Caney ISD, 2017–19; English Teacher, Splendora ISD; 2016–27. OER Course Development and Implementation Grant Program, Texas Higher Education Coordinating Board, 2021; Adjunct Excellence Institute, Lone Star College, 2018; Whiting Foundation Dissertation Fellowship, 2014–15; Marjorie Hope Nicolson Fellow, 2008–14; NEH Summer Scholar, “Tudor Books and Readers, 1495–1603.” Directors: John King and Mark Rankin, Summer 2012 Grant-in-Aid, Folger Institute, “Researching the Archives” seminar. Directors: Peter Lake and Nigel Smith, 2011–12; Interdepartmental Committee on Medieval and Renaissance Studies Summer Fellowship, Columbia University, 2011; Grant-in-Aid, Folger Institute, “The History of the Stationers’ Company, 1557–1710” seminar; Director: Ian Gadd, Spring 2011; Rare Book School Director’s Scholarship, 2010 (used for “Introduction to the Principles of Bibliographic Description”); Grant-in-Aid, Folger Institute, “The Voice of Conscience, 1375–1613” seminar. Director: Paul Strohm, 2010; Graduate Merit Fellowship, Texas A&M University, 2006–08. Adjunct Excellence Institute, Lone Star College, 2018; Teaching Scholars, Columbia University, 2013. Quality Matters Online Training, Spring 2019; National Math and Science Institute, Laying the Foundation Program, Summer 2018; OTC Advanced Online Teaching Certification, Lone Star College, August 2017; OTC Online Teaching Certification, Lone Star College, August 2017; Mental Health First Aid Training, Lone Star College -Kingwood, May 2017; Lone Star College Adjunct Conference, September 2016; Developmental English Training, LSC-K, August 2016; TSI Remediation (weekly), Infinity Early College High School, 2017–18; Program Coordinator, Columbia University Seminar on Shakespeare, 2010–14.

Publications include work in the following journal: *Exemplaria*.

Statement:

I am seeking an opportunity to serve in the MLA Delegate Assembly because my experience and credentials make me uniquely suited to address pressing professional concerns facing community colleges in the twenty-first century. I have had the opportunity to teach at four-year universities as a graduate student, and I worked as a high school teacher for three years. I understand the challenges faced by the students, faculty, and staff because I have worked with all types of students in institutions adjacent to the community college as well as within it.

36. Alissa Bourbonnais. English Faculty, Spokane Falls Community College, WA

PhD, Univ. of Washington. Institutional service: SFCC-Pullman Faculty Liaison with Washington State Univ., 2017–present. THAT (The Humanities and Technology) Camp Pacific Northwest Bootcamp Scholarship, Seattle, WA, 2010; Pacific and Ancient Modern Language Association Graduate Student Scholarship, 2014; Graduate School Fund for Excellence and Innovation Travel Award, University of Washington, 2015; Phyllis F. and Donald E. Dorset Graduate Fellowship, University of Washington, 2016; Spokane Falls Community College Professional Development Grant, 2017, 2018, 2019, 2021. Joan Webber Teaching Award for 200-level English, University of Washington, 2014–15; Community Colleges of Spokane Exceptional Faculty Award, 2018.

Publications include contrib., *The Comics of Alison Bechdel: From the Outside In* (2019).

Statement:

In the numerous venues in which I’ve been invited to speak to graduate students about my community college teaching experience one question arises the most: “how do you deal with the stigma?” As in, how do I cope with the stigma of what is perceived to be “settling” for a community college job. This deeply entrenched stigma hurts our entire profession, from faculty, to graduate students, to undergraduates at all institutions. Community colleges often have the most diverse student bodies with the greatest external challenges to academic success. With a large portion of all undergraduates enrolled in community colleges, higher education absolutely requires more community college involvement in national conversations and actions in order to survive. Universities increasingly face struggles with enrollment and retention that community colleges have long worked to improve.

I have more than ten years of college teaching experience between research universities and community colleges from the East Coast to the Northwest. I’ve taught as a graduate student and an adjunct instructor, and I earned tenure in my current position in 2020. As Faculty Liaison between my college and the research university within which it resides I have gained perspective on the complex factors affecting transfer students. These interinstitutional relationships directly benefit students at both institutions, providing diverse pathways to success. As a delegate I would promote diversity, equity, and inclusion. In particular, my training in trauma-informed pedagogy and equity-driven advising practices could benefit Delegate Assembly discussions on enrollment and retention that remain vital to the MLA.

37. Laurel Cummins. Associate Professor French, Bronx Community College, City University of New York

PhD, Indiana University, Bloomington. Institutional service: Deputy Chairperson of the Department of Modern Languages (now Department of World Languages and Cultures), Bronx Community College, CUNY (BCC/CUNY) 2015–18; Chairperson of the Department of Modern Languages, BCC/CUNY 2012–15. Previous appointments: Indiana State University, 1998–2003; Victoria University of Wellington, New Zealand, 1994 and 1995 (2 academic years). College of Arts and Sciences Summer Dissertation Research Fellowship, Indiana University, 1993; Research and the Indiana University Graduate School Doctoral Student Grant-in-Aid of Research, 1993; Presidential Grant, Bronx Community College of the City University of New York (BCC/CUNY) in aid of research, 2007; Presidential Grant, BCC/CUNY, (in conjunction with 3 colleagues) for curriculum development, 2009; Bronx Community College Foundation Faculty Scholarship Support Grant, 2018. Visiting appointments: Drew University, 2003–04; Summer Institute of Language and Culture, Pitzer College, 2000; University of Wisconsin-Whitewater, 1996–97. Outstanding Associate Instructor Award, Department of French and Italian, Indiana University, spring 1992.

Publications include *Colette and the Conquest of Self* (2005); work in the following journals: *Studies in Twentieth and Twenty-First Century Literature*, *Essays in French Literature and Culture*, *Excavatio*, *Nottingham French Studies* (forthcoming).

Statement:

I am honored to stand for election to the MLA Delegate Assembly. I will work to support the profession through action taken both for the Humanities in general and for the study of language and literature in particular. This is essential at the community college level as at all levels, in order to provide students at all types of institutions, including those who face more obstacles, with access to these fields. Furthermore, as community colleges increasingly enroll students who continue their studies at a four-year institution, the two-year and four-year experiences are linked. I will support not only the strengthening of language and literature fields within the two-year curriculum, but also greater communication and cooperation between two-year and four-year college faculty. Finally, I will work to support young scholars and teachers especially, including graduate students, through greater conference equity and through grants, as they are the future of the profession.

XIII. Academic Labor and the Profession (1 contest)

38. William Arce. Assistant Professor English, California State University, Fresno

PhD, University of Southern California. Institutional service: California Faculty Association (CFA), California State University, Fresno (CSUF), Race and Social Justice Caucus, Northern California Region, Co-Chair—Elected, Spring 2019–spring 2020; CFA, CSUF, Race and Social Justice Coordinator, Fresno Campus, Elected, Fall 2018–spring 2020; CFA, CSUF, Treasurer, Fresno Campus, Elected, fall 2020 to Current; CSUF, University Level, Student Ratings of Instructors Committee, Member -- Elected, fall 2020 to spring 2021; College of Arts and Humanities Honor's Committee, Chair, fall 2020 to spring 2021, Member fall 2019–20; Association of Latinx Faculty in the College of Arts and Humanities, Treasurer, Elected Member, fall 2018 spring 2020; University of Texas at Arlington (UTA), Associate Director, Center for Mexican American Studies, fall 2013–spring 2015. Previous appointments: California State University, Fresno, 2015–present; University of Texas, Arlington, 2009–15. Grant, National Consortium of Environmental Rhetoric and Writing, University of New Mexico, 2019; Post-Doctoral Fellowship, Duke University, 2007, declined; Fellowship for American Studies, Institute of the Americas, Department of English, University of Southern California (USC), 2007; Dissertation Writing Fellowship, College of Letters, Arts, and Sciences, USC, Summer 2007; Ford Minority Dissertation Fellowship, Honorable Mention, Ford Foundation National Organization, 2006; Publication Workshop Project Grant, College of Letters, Arts, and Sciences, USC, 2005; Beaumont Graduate School Fellowship, College of Letters, Arts, and Sciences, USC, 2004; Summer Dissertation Workshop Fellowship, Graduate School, USC, 2003; Program in American Studies and Ethnicity, College Merit Award and Fellowship, Department of English, USC, 2003; Mexican American Association Fellowship, USC, 2001; Central Los Angeles Writing Project Fellowship, California State University, Los Angeles, 2000. Visiting appointments: Visiting Appointment, Postdoctoral Fellowship, Bowdoin College, 2008–09. Research, Scholarship and Creative Activities Award, California State University, Fresno, 2016, 2017; Award, National Center for Institutional Diversity (NCID), University of Michigan, 2011; G. Golladay Memorial Award for Outstanding Teaching, University of Texas, Arlington, 2010; Latino Symposium Professionalization Project Award, College of Letters, Arts, and Sciences, University of Southern California, 2005. MLA activities: forum exec. comm., LLC Chicana and Chicano, 2020–Jan. 2025.

Publications include Guest co-editor, *Diálogo Journal* (2021). Contrib, *Transnational American Studies Series*, vol.1. (2011); *Immigration in the United States and Spain: Considerations for Educational Leaders* (2010); *Multicultural America: A Multimedia Encyclopedia* (2012); work in the following journals: *Chiricu Journal*, *Diálogo Journal*, *Acoma: Rivista internazionale di studi nord american*, *Confluencia: Revista Hispanica de Cultura y Literature*, *JASAT Journal of American Studies Association of Texas*.

Statement:

Now more than ever it is important to empower faculty, lecturers, and teaching assistants. We have been forced to deal with disappearing tenure, increased class size, lack of research funding, the abolishment

of sabbaticals, and countless cutbacks. Additionally, the pandemic will undoubtedly bring a range of new challenges. I have been engaged in academic labor issues since I started as a professor fourteen years ago. I have been an officer in the California Faculty Association (CFA), the union of the California State University, which is the largest postsecondary institution in the US, both at the local chapter level (campus) and statewide level (system). Initially, I was the race and social justice coordinator, where I fought for issues of social justice, equity, and representation. More recently, my colleagues have entrusted me as Treasurer of the CFA Fresno Campus, where I strategize with the executive board to fund projects that support faculty rights.

If elected to the Labor Board, I will continue to advocate for the rights of faculty, lecturers, and teaching assistants. Furthermore, I hope to continue to create a space for the MLA to be a central hub in which academics and aspiring academics across the nation can turn to for support as we continue to strive for shared governance.

39. Megan Echevarria. Professor, Spanish and Film, University of Rhode Island, Kingston

PhD, University of North Carolina, Chapel Hill. Institutional service: Coordinator, SPA 101-104, University of Rhode Island (URI), 2004–08; Director, Spanish International Engineering Program, URI, 2008–14; Chair, Global Education Task Force, URI, 2010; Chair, Department Strategic Planning Committee, URI, 2016–17; Chair, Department Proficiency Implementation Committee, URI, 2017–18; Spanish Section Head, URI, 2018–21; Chair, Faculty Senate Special Committee on Minors, URI, 2019; Faculty Senate Vice President, URI, 2019–20; Vice Chair, Joint Committee on Academic Planning, URI, 2019–20; Remote Teaching & Learning Task Force, URI, 2020; COVID-19 Academic Scenario Planning Committee, URI, 2020; Faculty Senate President, URI, 2020–21; Chair, Presidential Search Advisory Committee, URI, 2020–21; President Search Committee, URI, 2020-21; Strategic Budget and Planning Committee, URI, 2020–21; Faculty Senate Executive Committee, URI, 201–present; Presidential Transition Committee, URI, 2021–present; University Faculty Athletics Representative, URI, 2021-present. Previous appointments: Full Professor of Spanish and Film Media Studies, University of Rhode Island (URI), 2021–present; Associate Professor of Spanish and Film Media Studies, URI, 2010–21; Assistant Professor of Spanish and Film Media Studies, URI, 2004–10. Teaching fellowship, University of North Carolina, Chapel Hill, 1997–2004; Research fellowship, University of Navarre, 2001–02; Curriculum development grants, University of Rhode Island (URI), 2004–05; RITER Objective One research grant, URI, 2005; John Wolf Research Grant, Consortium of College and University Media Centers, 2008; Interdisciplinary curriculum development fellowships, URI, 2010, 2014; Principal investigator, “Launching the Spanish International Engineering Program in Chile,” 100K Strong in the Americas Innovation Fund Grant, 2014; Consultant, interdisciplinary competitive grant, “URI Preschool Development Grant,” State of Rhode Island Department of Health and Human Services, 2019; Research Across the Disciplines fellowship, Office of the Advancement of Teaching and Learning, URI, 2020; Teaching for Learning fellowship, Office of the Advancement of Teaching and Learning, URI, 2020; Career Enhancement Grant, Division of Research, URI, 2021. PhD Written Examination, Honors, University of North Carolina, Chapel Hill, 2001; Students’ Undergraduate Teaching Award, University of North Carolina, Chapel Hill, 2003; Nominated for Faculty Excellence Diversity Award, University of Rhode Island 2004, 2010, 2015; Nominated for College of Arts & Sciences Mentoring Award, University of Rhode Island, 2008; Nominated for University Teaching Excellence Award, URI Foundation, 2010, 2018; Visiting Research Scholar, University of Navarre 2011–12; President David M. Dooley and Reverend Lynn Baker Dooley Senate Faculty Award, 2021. Advisory Board for Pearson-Prentice Hall *¡Anda! Curso elemental* and *¡Anda! Curso intermedio* (2010–11); Grant proposal reviewer for RFP 3 and RFP 4 Innovation Fund Grant Competitions in President Obama’s 100,000 Strong in the Americas Initiative (2014); Conference organizing committee (2019–20) “No solo fiesta: Sociedad, celebración y credo en el teatro hispánico del Siglo de Oro” international conference co-hosted by the University of Rhode Island and TriviUN (planned to take place in Kingston, RI, but ultimately held via Zoom due to COVID-19).

Publications include *Letras literary reader for ¡Anda! Curso intermedio* 1st ed (2010), *Letras literary reader for ¡Anda! Curso intermedio*, 2nd ed (2013), *Reframing Immigrant Identities in Spanish Literature for Children and Young Adults* (forthcoming, under contract with Lexington). coauthor, *¡Con*

brío! (2008), *¡Anda! Curso elemental*, 1st ed (2009), *¡Anda! Curso intermedio*, 1st ed (2010), *¡Anda! Curso elemental*, 2nd ed (2013), *¡Anda! Curso intermedio*, 2nd ed (2013), editor, *Rehumanizing the Language and Literature Curriculum* (forthcoming, under contract with Peter Lang). contrib., *Staging and Stage Décor* (forthcoming), *Teaching Comic Texts* (forthcoming), *Teaching Language and Teaching Literature in Virtual Environments* (2019), *Necrofilia y necrofobia: representaciones de la muerte en la literatura hispánica* (2010), *El profesor de español LE/L2* (2009), *Helping people to learn foreign languages: teach-niques and teach-nologies* (2009); work in the following journals: *Comedia Performance*, *Letras Peninsulares*, *Ojáncano: Revista de Literatura Española*, *Actas del Congreso Internacional Galdosiano*, *ASEE International Forum*, *Actas del Congreso: Cultura europea*.

Statement:

My commitment to equity, justice, and effective shared governance is evident in my leadership at the University of Rhode Island (URI). As President of the Faculty Senate, I led the body that represents the voices and advocates for the concerns of our diverse faculty. We passed a number of legislative actions relating to faculty rights, including but not limited to: modification of committee structures to address workload imbalances, expanded definitions of teaching materials as protected intellectual property, and expanded access to emeritus status. We collected, analyzed and presented hiring data, uncovering disciplinary inequities in the allocation and renewal of full-time faculty lines, demonstrating the systemic marginalization of the arts and the humanities. We developed and implemented ambitious charges relating to justice, equity, diversity and inclusion for our standing committees, to engage each group in transformative work that demonstrated the importance of these issues in every facet of academic life. In response to previous unsuccessful attempts to integrate more faculty voices in the Senate, I led the effort to collect and analyze data in order to design a broadly appealing alternative to the measures that had been proposed by previous Senate leaders and that had been rejected by the faculty. Our new, more inclusive model for Faculty Senate apportionment and membership (approved by over 85% of the General Faculty via referendum), ensures that broadened representation in the URI Faculty Senate occurs in a way that guarantees unassailable safeguarding of undaunted and uncensored expression of faculty voices in our shared governance system.

XIV. Politics and the Profession (1 contest)

40. Anthony Alessandrini. Professor English, Kingsborough Community College, City College of New York

PhD, Rutgers University, New Brunswick. Institutional service: Assistant Professor of English, Kingsborough Community College (KCC), 2005–11; Associate Professor of English, KCC, 2011–15; Full Professor of English, KCC, 2015–present; MA Faculty, Program in Middle Eastern Studies, CUNY Graduate Center, 2014–present; Associate Faculty, Brooklyn Institute for Social Research, 2014–present. Mellon Faculty Fellowship, Center for the Humanities, CUNY Graduate Center, 2008–09; PSC-CUNY 40 Research Award, 2009; Mellon Mid-Career Faculty Fellowship, Committee on Globalization & Social Change, CUNY Graduate Center, 2011–12; Faculty Fellowship, Center for Place, Culture, and Politics, CUNY Graduate Center, 2012–13; PSC-CUNY 42 Research Award, 2014; Chancellor’s Research Fellowship, 2015; PSC-CUNY 42 Research Award, 2018; Co-Primary Investigator, Social Sciences and Humanities Research Council of Canada Connection Grant, 2019; Distinguished CUNY Faculty Fellowship, Advanced Research Collaborative, 2019; PSC-CUNY 50 Enhanced Research Award, 2019–20. Visiting appointments: Writer in Residence, Birkbeck Centre for Law & the Humanities, University of London, 2019; Member of the Institute for Advanced Studies, Princeton University, 2021–22. Editorial Advisory Board, *South Asian Popular Culture*, 2003–06; Senior Editor, *Arab Studies Journal*, 2004–08; Co-Editor, *Jadaliyya Ezine*, 2010–present; Executive Committee, MLA Discussion Group on Interdisciplinary Approaches to Culture and Society, 2011–13; Committee on Globalization and Social Change, CUNY Graduate Center, 2013–present; Executive Committee, MLA West Asia Languages, Literatures, and Cultures Forum, 2016–2021; Executive Committee, MA Program in Middle Eastern Studies, The Graduate Center of the City University of New York, 2017–present; Co-Convener, International Solidarity Action Research Network (ISARN), 2018–present; Nominating Committee, Middle East Studies Association, 2019, Nominee for Board of Directors, 2020; Advisory Board, Mellon/Sawyer Seminar on “Race and the Middle East/North Africa,” CUNY Graduate

Center, 2020–present. MLA Activities: forum exec. comm., *Interdisciplinary Approaches to Culture and Society*, 2012–Jan. 2013; forum exec. comm., *LLC West Asian*, 2017–Jan. 2022.

Publications include *Frantz Fanon and the Future of Cultural Politics: Finding Something Different* (2014); *Children Imitating Cormorants: Poems* (2018); *Decolonize Multiculturalism* (forthcoming 2021); ed., *Frantz Fanon: Critical Perspectives* (1999); coed., “Resistance Everywhere”: *The Gezi Protests and Dissident Visions of Turkey* (2013). contrib., *A Companion to Postcolonial Studies* (2000); *Edward Said* (2001); *World Bank Literature* (2003); *Encyclopedia of Race and Ethnic Relations* (2003); *The World Tribunal on Iraq: Making the Case against War* (2007); *Mediating the Arab Uprisings* (2013); *Aborted State? The UN Initiative and New Palestinian Junctures* (2013); *Retrieving the Human: Reading Paul Gilroy* (2014); *Revolutionary Egypt: Connecting Domestic and International Struggles* (2015); *Encyclopedia of Postcolonial Studies* (2016); *Oxford Bibliographies in Literary and Critical Theory* (2017); *Critical Horizons: The Postcolonial Contemporary* (2018); *Diaspora and Literary Studies* (2021); work in the following journals: *Academe*, *Al-Ahram Weekly*, *Al-Masry Al-Youm*, *Arab Studies Journal*, *Cambridge Journal of Postcolonial Literary Inquiry*, *Cultural Studies*, *Diaspora: A Journal of Transnational Studies*, *Foucault Studies*, *Humanity: An International Journal of Human Rights, Humanitarianism, and Development*, *Interventions: An International Journal of Postcolonial Studies*, *Jadaliyya*, *Journal of French and Francophone Philosophy*, *Journal of Pan African Studies*, *Journal of Postcolonial Writing*, *Jouvert: A Journal of Postcolonial Studies*, *Mediations*, *Middle East Report*, *the minnesota review*, *Passages: A Journal of Transnational and Transcultural Studies*, *Politics/Letters*, *Reconstruction: Studies in Contemporary Culture*, *Sabah Ülkesi*, *Social Text: Periscope*, *Spectre*, *Tin House*.

Statement:

Here in the year 2021, the “and” in “Politics and the Profession” seems redundant. Professing literature—and the profession of teaching more generally—is, and has always been, political. That’s both bad news and good news. The bad news is that simply doing our job has opened us to increasingly vicious attacks from right-wing forces: witness the hateful campaign against Critical Race Theory, the continuing assaults upon academic freedom, and the escalating attacks by legislators and other bullies against any sort of teaching that even whispers its concern for anti-racism or social justice. But that’s also the good news: the very fact of such attacks reminds us of the power that resides in teaching and scholarship. The MLA, by virtue of its size, age, and reputation, has a responsibility to lead the way in the ongoing fight for a public humanities that can do its small part in changing the world. To do this, we as an organization—starting with the Delegate Assembly, our representative body—must be prepared to look both inwards and outwards. Looking inwards means finally beginning to reckon with and transform the current state of academic labor in order to abolish the inexcusable, unbearable exploitation of contingent faculty and graduate student workers. Looking outwards means forging into the public sphere and fighting to expand the ever-narrowing field of political and intellectual possibilities in our public life. In transforming our profession, we have the potential to transform what “politics” can be. I pledge to do my part in this life-giving mission.

41. Robert Tally. Professor English, Texas State University, San Marcos

PhD, University of Pittsburgh. Previous appointments: Distinguished Teaching Professor in the Humanities, Texas State Univ. (2018–21); Professor of English, Texas State Univ. (2016–). University Award for Excellence in Scholarly/ Creative Activity. Texas State University, 2019 (7th time); Golden Apple Award for Scholarly/Creative Activity. College of Liberal Arts, Texas State University, 2019 (6th time). MLA activities: forum exec. comm., *TM Literary Criticism*, 2015–Jan. 2020.

Publications include *Melville, Mapping and Globalization: Literary Cartography in the American Baroque Writer* (2009); *Kurt Vonnegut and the American Novel: A Postmodern Iconography* (2011); *Spatiality* (2013); *Utopia in the Age of Globalization: Space, Representation, and the World System* (2013); *Fredric Jameson: The Project of Dialectical Criticism* (2014); *Poe and the Subversion of American Literature: Satire, Fantasy, Critique* (2014); *Topophobia: Place, Narrative, and the Spatial Imagination* (2019). ed., *Geocritical Explorations: Space, Place, and Mapping in Literary and Cultural Studies* (2011); trans., *Geocriticism: Real and Fictional Spaces* (2011); ed., *Kurt Vonnegut: Critical Insights* (2013); ed., *Literary Cartographies: Spatiality, Representation, and Narrative* (2014); ed., *The Geocritical Legacies of*

Edward W. Said: Spatiality, Critical Humanism, and Comparative Literature (2015); coed., *Ecocriticism and Geocriticism: Overlapping Territories in Environmental and Spatial Literary Studies* (2016); ed., *The Routledge Handbook of Literature and Space* (2017); ed., *Teaching Space, Place, and Literature* (2018); ed., *Spatial Literary Studies: Interdisciplinary Approaches to Space, Geography, and the Imagination* (2021). I have published many essays in books. A lot.

Statement:

No statement provided.

XV. Publishing Issues in the Profession (1 contest)

42. Beth Bouloukos. Director, Amherst College Press

PhD Cornell University. Institutional service: Board of Feeding the Elephant, forum on scholarly communications on H-Net's Book Channel (September 2019–present); Amherst College Library's DEI committee (fall 2019–present); MLA Delegate Assembly for the Publishing Issues in the Profession seat (January 2020–January 2023); Chair of the Association of University Presses Acquisitions Committee (June 2019–June 2020); Association of University Presses Acquisitions Committee (July 2017–June 2019); Mentor for AUPresses (June 2015, June 2018); Voluntary appointment, Department of Languages, Literatures, and Cultures, University at Albany - SUNY (fall 2012–spring 2018). Previous appointments: Director, Lever Press & Amherst College Press (March 2019–present); Senior Acquisitions Editor, SUNY Press (June 2014–August 2017); Acquisitions Editor, SUNY Press (June 2011–June 2014); Visiting Assistant Professor of Spanish, University at Albany - SUNY (Spring 2013); Visiting Assistant Professor of Spanish, Fairfield University (August 2010–May 2011). MLA activities: Delegate Assembly, 2019–Jan. 2022.

Publications include contrib., *1960s Gay Pulp Fiction: The Misplaced Heritage* (UMASS Press 2013).

Statement:

The COVID-19 pandemic has highlighted many of the stark inequities that exist within our scholarly communications system; consistent and stable access to peer reviewed scholarship has never been more urgently needed, and by so many, than right now. As the demand for open access electronic scholarly content skyrockets, I will advocate for a shift to this model.

Those of us in the Association of University Presses have found ourselves reckoning with how we can do more to confront racist and exclusionary structures present in scholarly publishing. Many of our university press titles demonstrate our commitment to publishing works that actively engage and dismantle racist structures. However, we recognize that publishing diverse titles and authors is simply not enough. Publishers need to value equity in content but also look beyond that and scrutinize our processes and internal practices as well. Who peer reviews our projects and how we undertake that work is crucial to how inclusive the process is. Another thing we must pay more attention to is the type of language we use and how it might alienate or welcome. In this role, I would advocate for more conversations about inclusive language in publishing that bring together publishers and MLA members.

43. Wendy Queen. Director Project MUSE, Johns Hopkins University Press

MA, University of Baltimore. Institutional service: Director, Project MUSE, Johns Hopkins University Press 2015; Interim Director, Project MUSE, Johns Hopkins University Press; Deputy Director, Project MUSE, Johns Hopkins University Press 2012; Adjunct Professor, University of Baltimore 2000-13. Andrew W. Mellon Foundation, S2O officers grant; creating models to support journals to go Open Access. Andrew W. Mellon Foundation, MUSE Open grant; creating systems and programs to support Open Access publishing for monographs, 2015–18. Executive Board Member of NISO (current); Council Member of ALPSP (current); Data Trust Advisory Board (current); COUNTER International Advisory Board (2005–10).

Statement:

I love the humanities. I have spent every working day of the last 20 years reimagining and inventing ways to support the humanities. Being the steward of an aggregation that supports hundreds of humanities publishers, I deeply understand the challenges of supporting, distributing and promoting the humanities. My job is to create sustainable and evolving programs to ensure the humanities are experienced by the most people possible - all while ensuring the creators can be financially solvent.

There is so much change to be had to guarantee humanities are not a vanity pursuit. The story of the humanities, in modern times, has yet to be told. For example, what role did the humanities play in COVID? I'd argue a significant one, but who is telling that story?

While the humanities has a strong community, the humanities need to spend more time telling their story to supporters. I want to help tell that story.

Part IV. Voting for Regional Delegates

Sixteen persons will be elected to regional seats in the assembly. The term of office will be from 10 January 2022 through the close of the January 2022 convention. The numbers preceding the nominees' names correspond to the numbers assigned to the nominees on the paper ballot sheet.

The names of the regional delegates with continuing terms in 2022 appear at the MLA website (www.mla.org/del_assembly_members).

Vote in only one region but in any or all of the contests within that one region.

I. Region 1 (New England and Eastern Canada) (2 contests)

100. Yael Halevi-Wise. Associate Professor English and Jewish studies, McGill University

PhD, Princeton University. Institutional service: Chair, Department of Jewish Studies, McGill University, Montreal, Quebec (2018–22); Director of Graduate Studies, Department of Jewish Studies (2018–20). Previous appointments: Cornell University, Visiting Assistant Professor in Comparative Literature, Near Eastern Studies and Romance Studies, 1997–2000. Lady Davis Fellow, Hebrew University of Jerusalem, 2008–09. Mellon Postdoctoral Fellow in English, Near Eastern Studies and Jewish Studies, Brandeis U., 2000–01. SSHRC Social Sciences and Humanities Research Council of Canada, research grant (2006–09). FRQRC Fonds de recherche sur la société et la culture research grant (2006–09). Memorial Foundation for Jewish Culture (2000 and 2007). Research and Development Fund of the Faculty of Arts, McGill U (2002–04). William and Flora Hewlett Foundation, “Strengthening Interdisciplinary Connections” (2000–01). Visiting appointments: Haifa University, Spring 2016; Paris INALCO Institut national des langues et civilisations orientales, Fall 2015. Executive board member, Canadian Society for Jewish Studies (2009–21); Grant Adjudicator for SSHRC Social Science and Humanities Research Council of Canada (2008–11); Board Member, Klezkanada: Tradition, Innovation and Continuity (2014 to the present). MLA activities: Discussion Group on Sephardic, 2000–2003; Discussion Group on Hebrew, 2007–Jan. 2012; forum exec.comm., LLC Hebrew, 2019–Jan. 2024.

Publications include *Interactive Fictions: Scenes of Storytelling in the Novel* (2003), *The Retrospective Imagination of A.B. Yehoshua* (2020); ed., *Sephardism: Spanish Jewish History & the Modern Literary Imagination* (2012); contrib., *Mundos de Ficción II* (1996), *The Other Mirror: Women's Narrative in Mexico* (1997), *Anatomies of Silence* (1998), *Contemporary Sephardic Identity in the Americas* (2012), *A Companion to Charles Dickens-Blackwell Companions to Literature and Culture* (forthcoming); work in the following journals: *Hispania*, *Prooftexts: A Journal of Jewish Literary History*, *Shofar*, *Jewish Quarterly Review*, *Revista Hispánica Moderna*, *Sephardic Horizons*, *revue Lacanienne*, *Hebrew Studies*, *Dickens Quarterly*, *The Dickensian*.

Statement:

I wish to help the MLA gain in strength and numbers by ensuring that we remain an inclusive, diverse and friendly organization that supports multiple linguistic, philosophical and literary traditions.

101. Travis D. Williams. Associate Professor and Chair of English, University of Rhode Island, Kingston
PhD, University of California, Berkeley. Institutional service: Chair, Department of English, University of Rhode Island, 2016–present. Folger Shakespeare Library, Short-Term Fellowship, 2007; Center for the Humanities Junior Scholar Fellowship, University of Rhode Island (URI), 2010; Center for the Humanities Faculty Sabbatical Fellowship (URI), 2014; Council for Research Career Enhancement Grants (URI), 2007, 2010, 2017. *Rhetorica* Prize (for best article in the journal during 2015 and 2016), International Society for the History of Rhetoric, 2017. Grant review panel member, Division of Public Programs, National Endowment for the Humanities, 2018.

Publications include coed. *Shakespeare Up Close: Reading Early Modern Texts* (2012); contrib., *"Raw Data" Is an Oxymoron* (2013), *Much Ado About Nothing, New Cambridge Shakespeare* (2018), *The Palgrave Handbook of Literature and Mathematics* (2021); work in the following journals: *Notes and Queries*, *The Library: The Transactions of the Bibliographical Society*, *Configurations: A Journal of Literature, Science, and Technology*, *Rhetorica: A Journal of the History of Rhetoric*, *Philological Quarterly*, *Shakespeare Studies*.

Statement:

As a department chair during one of the most challenging periods for the humanities and literary study, I understand my professional work and the work undertaken by organizations like MLA to be informed by constructive skepticism in engagement with administrations and political power. The last two decades have taught me that the humanities will achieve its goals only when we stop conceding the need to defend our very existence before thanking administrators and legislators for an ever-shrinking share of resources.

The challenges of the twenty-first century are too complicated and too changeable for the humanities to accept the bit-player status to which administrators and political figures would relegate them. Vigorous assertion of our disciplinary and ethical centrality to our future security must become our default mode.

As a member of the Delegate Assembly, I will work to strengthen MLA's advocacy for the humanities in civic life, working life, and universities, to expand the career opportunities available to master's and doctoral graduates, and to improve the working conditions of contingent and adjunct faculty. In every instance, I consider it imperative that we all support, facilitate, and listen to diverse voices in every space we inhabit: in the profession, among faculty, students, and staff, in our curricula, and in the public square.

102. Elizabeth Blake. Assistant Professor English, Clark University

PhD, Cornell University. Institutional service: English Department DEI Committee, Clark University 2020–; graduate representative, LGBT Studies Advisory Committee, Cornell University (CU), 2014–16; general coordinator, English Department Roundtable, CU, 2011–13, 2014–16; department representative, Humanities Division Graduate Student Council, The University of Chicago, 2008–10. Previous appointments: Postdoctoral Fellow, Haverford College, 2016–19. Dean's Prize for Distinguished Teaching, Cornell University, 2015; First-Year Writing Seminar Award, Cornell Feminist, Gender, and Sexuality Studies Program, 2015.

Publications include contrib., *The Routledge Companion to Literature and Food* (2018); work in the following journals: *Legacy: A Journal of American Women Writers*, *The Journal of Lesbian Studies*, *Feminist Modernist Studies*, *The Comparatist*.

Statement:

For the most part, my service work has been focused around questions of diversity, equity, and inclusion, and has been shaped by commitments that include, but are not limited to, queer and trans liberation, feminist practice, anti-racism, disability justice, and solidarity with the working class. I would bring this perspective to the MLA delegate assembly, with a special emphasis on supporting graduate students and contingent and early career scholars.

The events of the past year have brought a job market already in crisis to what we can only hope is its nadir, and I believe that the MLA must both serve as an advocate and a resource for those most affected. This entails reimagining the role of both the organization and the annual conference in the hiring process, and developing programming and resources that would both lead to greater equity among faculty (including part-time and teaching-only faculty) and provide substantive training, mentorship, and resources for those seeking jobs beyond the professoriate. If elected, I would look forward to contributing to these processes, and to doing so in a way that is informed by a social justice perspective.

103. Sara Diaz. Assistant Professor Italian, Fairfield University

PhD, New York University, NYC. Institutional service: Fall 2021 - Coordinator of Italian Language, Fairfield University (FU), fall 2021; Acting Director of Italian Studies, FU, fall 2018–spring 2020; Acting Director of Italian Studies, Spring 2013 - Fall 2013; Coordinator of Italian Language, fall 2012–spring 2020. Previous appointments: Assistant Professor of Modern Languages and Literatures (with 4 years credit towards tenure); Assistant Professor of the Practice of Italian, 2012–19. Faculty Research Grant, Margherita Costa’s “Love Letters,” FU, fall 2020; Humanities Institute Seminar Fellowship, Margherita Costa. “Love Letters” and Digital Archive, FU, fall 2017–spring 2019; Faculty Resource Network, NYU Summer Scholar-in-Residence, 2015; plus 9 Humanities Institute Grants, FU, 2015–20. Honorable Mention for Best Translated Work: Margherita Costa’s “The Buffoons. A Ridiculous Comedy” (2018), Society for the Study of Early Modern Women and Gender, 2019. External Reviewer. University of Delaware Press. *Early Modern Feminisms Series*. Book manuscript, 2021; External Reviewer. *Heliotropia. A Forum for Boccaccio Research and Interpretation*, 2020; External Reviewer. University of Toronto Press & Arizona Center for Medieval and Renaissance Studies, *The Other Voice in Early Modern Europe Series*, 2016; Coordinator. WebCAPE Italian Beta Placement Exam, 2014–17.

Publications include co-editor and co-translator, *Margherita Costa, The Buffoons, A Ridiculous Comedy. A Bilingual Edition* (2018); contrib., *Reconsidering Boccaccio: Medieval Contexts and Global Intertexts*, 2018; *Mascolinità all’italiana. Cinema, teatro e letteratura*, 2013; *Encyclopedia of Italian Literary Studies*, 2007; work in the following journals: *Rivista internazionale di ricerche dantesche*, *NeMLA Italian Studies*, *Early Modern Women: An Interdisciplinary Journal*, *Italian Studies*, *Italian Culture*.

Statement:

I am honored to be nominated to represent New England and Eastern Canada (Region 1) at the MLA’s Delegate Assembly. As a seasoned teacher of all levels of Italian language and literature specializing in medieval and Renaissance Italy, I have long shared the MLA’s commitment to the humanities and modern languages. I am a former non-tenure Assistant Professor of the Practice and now tenure-track Assistant Professor. I have participated in several humanities initiatives and served on educational planning and non-tenure-track handbook committees at my university. I feel I have the experience and insights to advocate for members on and off the tenure clock. I am heartened by the MLA’s efforts to promote fairer employment practices, and if elected, will continue to fight for workplace equity at the Delegate Assembly and on my home campus. Furthermore, as the Coordinator of Italian Language and former Director of Italian Studies at my university, I have substantial experience with annual reports, program assessment, budgeting, and advocacy for our contingent colleagues. I am eager to work with other delegates on the disciplinary changes and structural challenges currently facing those in our profession, and if elected will energetically work towards achieving the MLA’s strategic priorities.

II. Region 2 (New Jersey and New York) (2 contests)

104. Kelly Roberts. Graduate student English, Rutgers University, New Brunswick

PhD, Rutgers University, New Brunswick. Institutional service: Student Representative, Graduate Executive Council, Rutgers English Department, New Brunswick (RU-NB), 2016–17; Co-organizer, Anticolonial Working Group, RU-NB, 2017–20. Previous appointments: Brooklyn College, 2015–2016; Medgar Evers College, 2013–15. Graduate Fellow, Center for Cultural Analysis, Rutgers University, New Brunswick, 2021–22. Steering Committee Member, Post45 Graduate Symposium, 2020–22. Modernist

Studies Association, October 2019; Post45 Graduate Symposium, February 2020; Modern Language Association, January 2021; American Comparative Literature Association, April 2021.

Statement:

I am a PhD candidate at Rutgers and a CUNY alum. Before beginning graduate school, I worked at Brooklyn College and Medgar Evers College (CUNY), and I also served as a part-time faculty liaison for the Professional Staff Congress, CUNY. The public universities and small colleges in our region bear the brunt of what we often call the crisis in the humanities—a crisis that is not new but is an ongoing political effort to divest resources from increasingly diverse institutions. But our region also has a strong history of mobilizing resistance. In my twelve years as a student and a university worker in New York and New Jersey, one of the lasting lessons has been this: we make our real wins when we organize from the ground up.

105. Matthew Zundel. Graduate student Italian Studies, New York University, New York

MPhil, New York University. Institutional service: Faculty Liaison, Department of Italian Studies, New York University (NYU), 2016–17. MacCracken Graduate Fellowship, Graduate School of Arts and Sciences (GSAS), New York University (NYU), 2015–21; D'Agostino Travel Grant, Dept. Italian Studies, NYU, 2017; Summer Research Fellowship, Friends of FAI, NYU, 2018; Sponsored Participant at Cornell School of Criticism and Theory, GSAS, NYU, 2019; Penfield Fellowship, GSAS, NYU, 2019; Fulbright Fellowship (Declined), Fulbright Student Program, 2021-2022; Honorary Fellowship, Center for Humanities, NYU, 2021–22; Dean's Dissertation Fellowship, GSAS, NYU, 2021–22. Presidential Silver Medal, Premio America, Fondazione Italia-USA, 2011; Dante Key in Italian, Dept. of Modern Languages and Literatures, Loyola University Chicago, 2012; Rose and Herbert H. Hirshhorn Thesis Award, GSAS, NYU, 2015. Queer Studies Caucus Organizing Committee Member, American Association of Italian Studies (AAIS), 2019–present; Anti-Racist Task Force Member, AAIS, 2020–present. American Association of Italian Studies Annual Conference, University of Colorado, Boulder, April 2015; QUIR (Queer Italia Rete) Workshop, Il PoliTeSse, University of Verona, April 2017; Poetics and Theory Conference: Communities—Imagined, Speculative, Real, Comparative Literature Department, New York University, April 2021; Annual Conference for the Society of Italian Philosophy, University of Turin, November 2021.

Publications include work in the following journals: *AG: About Gender - International Journal of Gender Studies*, *gender/sexuality/italy*, *Barricade: Journal of Antifascism and Translation*.

Statement:

I'm a seventh-year PhD student in the department of Italian Studies at New York University, working on the political appropriation of perversion in Italian theory, activism, performance, and literature in Italy of the 1970s. As I am poised to enter my first year on the job market I have become ever-more conscious of the precarity that faces graduate students ready to enter their respective fields. Though not a new problem, it has become exacerbated in the wake of COVID along with a number of other issues in academia that will be my priority if elected as graduate student delegate, including: diversification in graduate recruitment and faculty hiring practices, institutional handling of Title IX cases, affordability not only for undergraduate programs but also terminal Master's programs and non-funded doctoral programs. Alongside these priorities, I would commit to implementing equitable working conditions for graduate students in their respective departments; we are too often denied the status of full employees and livable wages by the institutions that have come to require our labor to operate smoothly.

As a faculty liaison with the department of Italian Studies at New York University, I have had the rich opportunity to communicate the needs of our graduate students to the faculty, and also, to make more transparent the priorities and mechanics of the department and University at-large to graduate students. My experience with being both advocate and sounding-board for ideas will help me to improve the learning and working conditions of graduate students across the MLA.

106. Ruth Haque. Graduate student English, Lehman College, City College of New York, Bronx

Statement:

No statement provided.

107. Catalina Iannone. Assistant Professor modern languages, State University of New York, Oswego

PhD, University of Texas, Austin. Institutional service: Organizer, Faculty Group for Preparation of Book Manuscripts, SUNY-Oswego (SUNY), 2021– ; Program Advisory Group, Department of Modern Languages and Literatures and Department of Curriculum and Instruction, SUNY, 2020– ; Modern Language Assessment Committee, SUNY, 2020– ; Awards and Grants Review, Institute for Global Engagement, SUNY, 2020– ; Student Fellowship and Scholarship Mentoring, Institute for Global Engagement, SUNY, 2020– ; Grant Writer, National Endowment for the Humanities Hispanic Serving Institution Grant, St. Edward’s University (SEU), 2019; Research Project Director, SOURCE Undergraduate Research Symposium, SEU, 2019; Mentor, Student Teaching Internship, Department of Language, Literatures, and Cultures, SEU, 2018–19; Undergraduate Advisor, SEU, 2018–20; Chair, Social Media Committee, Department of Language, Literatures, and Cultures, SEU, 2018–20; Recruitment Committee, Department of Language, Literatures, and Cultures, SEU, 2018–20. Previous appointments: St. Edward’s University, 2018–20. Curriculum Internationalization Award, Institute for Global Engagement, SUNY-Oswego (SUNY), 2021; College Impact Collection Grant, Penfield Library, SUNY, 2021; Scholarly and Creative Activity Grant, SUNY, 2021; Speaker Grant, Institute for Global Engagement, SUNY, 2020; Faculty Accessibility Fellowship, SUNY, 2021– ; Early Start Grant, SUNY, 2020; Contingent Faculty Conference Grant, MLA, 2019; Graduate Dissertation Writing Fellowship, University of Texas, Austin, College of Liberal Arts, 2018; Fulbright Research Fellowship, Fulbright Commission Spain, 2016–17; Graduate Student Scholarship, Asociación Internacional de Literatura y Cultura Femenina Hispánica, 2015; Foreign Language and Area Studies (FLAS) Fellowship, The Center for European Studies, University of Texas, Austin, 2013–14 and 2015; Summer Grant for Language Study, University of Texas, Austin, Department of Spanish and Portuguese, 2013. Honorable Mention Outstanding Scholarly Publication in Hispania, American Association of Teachers of Spanish and Portuguese, 2021. Peer reviewer, *Journal of Urban Cultural Studies*, 2021; Peer reviewer, *Arizona Journal of Hispanic Cultural Studies*, 2019; Faculty Reviewer, *The Kennesaw Tower*, 2021– ; Assistant Editor of Production, *Arizona Journal of Hispanic Cultural Studies*, 2019– .

Publications include work in the following journals: *Hispania*, *Arizona Journal of Hispanic Cultural Studies*, *Journal of Lusophone Studies*.

Statement:

I am eager to represent Region Two: New York and New Jersey in the Delegate Assembly. My experience as a former contingent worker at a Hispanic-serving institution and subsequent transition in the midst of the COVID-19 pandemic to my current role on the tenure-track will undoubtedly inform my work as a delegate. As an educator, faculty member, and scholar I strive to advocate for those most affected by the inequitable landscape of higher education including but certainly not limited to students, faculty, and staff of color, graduate workers, contingent faculty, and first-generation scholars. In order to put this ethos into practice I have sought out roles where I may voice these positions to administrators and other institutional stakeholders. Most recently, for example, I was appointed as a Faculty Accessibly Fellow at SUNY-Oswego, a role in which I research, explore, and implement accessibility best practices, inclusive pedagogy, and universal design for learning across my institution. The intersections between equity and accessibility have been rendered more acute during the past year with the transition to remote working and teaching, demanding action by associations like the MLA. I welcome the opportunity to engage in these and other discussions as a member of the Delegate Assembly.

III. Region 3 (Middle Atlantic) (2 contests)

108. Krista Brune. Assistant Professor Portuguese and Spanish, Penn State University, University Park

PhD, University of California, Berkeley. Institutional service: Director of Portuguese undergraduate program, Penn State University, 2018– . Fulbright Student Grantee, Brazil, 2007; Berkeley Graduate Fellowship, University of California, Berkeley, 2008–14; participant in NEH Summer Institute on the Centrality of Translation to the Humanities, University of Illinois, Urbana, 2013; faculty scholar in residence, Humanities Institute, Penn State University (PSU), 2019; Digital Humanities seed grant, Center for

Humanities and Information, PSU, 2021–22. Visiting appointments: Universidade de São Paulo, summer 2019. Treasurer, American Portuguese Studies Association, 2021–. MLA activities: forum exec. comm., LLC Luso-Brazilian, 2021–Jan. 2026.

Publications include *Creative Transformations: Travels and Translations of Brazil in the Americas* (2020); work in the following journals: *Comparative Critical Studies*, *ellipsis*, *Hispanic Review*, *Journal of Lusophone Studies*, *Luso-Brazilian Review*, *Studies in Latin American Popular Culture*, *Translation Review*.

Statement:

The social, political, economic, and public health crises of the past years have posed unique challenges to higher education throughout our region. Less-commonly taught languages and other literature, language, and culture courses have seen enrollments drop and sections cut, resulting in the heightened precariousness of adjunct faculty. Graduate students and early-career faculty face pressures to publish at an ever-increasing pace, even as editorial processes encounter delays and libraries reduce investments in print collections. In the face of these difficulties, organizations like the MLA can establish precedent with statements and actions; respond to current events affecting our disciplines, departments, and institutions; and strive to create a more equitable and welcoming environment for all.

I view the work of the MLA Delegate Assembly as essential to adapting with agility and poise to the changing landscape of higher education in order to ensure the continued relevance of our fields. Committing to diversity, equity, and inclusion through tangible actions, from curriculum reforms to hiring practices; expanding educational access; and guaranteeing affordability should be our highest priorities. I would draw on my experiences as an early-career faculty member and director of the Portuguese program at a public university, where I teach and research on Brazilian culture within hemispheric and transatlantic contexts, as well as my conversations with students and colleagues, to best serve the interests and needs of our region in the Delegate Assembly.

I thank you for considering my candidacy.

109. Sharon Tran. Assistant Professor English, University of Maryland, Baltimore County

PhD, University of California, Los Angeles. Institutional service: Member of Undergraduate Research and Creative Achievement Day Selection Committee, University of Maryland, Baltimore County (UMBC) 2019; Member of Gender and Women's Studies Coordinating Committee, UMBC, 2018–present; Co-leader of Disability Studies Faculty Working Group, UMBC, 2020–present; Member of Women's Center Advisory Board, UMBC, 2021–present. Previous appointments: Postdoctoral Scholar in the Department of American Studies and Ethnicity, University of Southern California, 2017–18. Summer Research Faculty Fellowship, University of Maryland, Baltimore County, 2019; Career Enhancement Fellowship, Institute for Citizens & Scholars, 2021–21. Rose Eng Chin & Helen Wong Eng Prize, University of California, Los Angeles (UCLA), 2016; Tsugio & Miyoko Nakanishi Prize in Asian American Literature and Culture, UCLA, 2017.

Publications include work in the following journals: *Amerasia*, *Journal of Asian American Studies*, *MELUS: Multi-Ethnic Literature of the United States*, *Contemporary Literature* (forthcoming), *Signs* (forthcoming).

Statement:

No statement provided.

110. Elizabeth Leet. Assistant Professor French, Washington & Jefferson College

PhD, University of Virginia, Charlottesville. Institutional service: Assistant Professor of French, Washington & Jefferson College, Washington 2020–present. Previous appointments: Visiting Assistant Professor of French, Franklin & Marshall College, Lancaster 2018–20; Visiting Assistant Professor of French, Kenyon College, Gambier 2017–18; Postdoctoral Teaching Fellow in French, Washington University in St. Louis, St Louis 2016–17. Dissertation Seminar Fellowship, Andrew W. Mellon Foundation, 2013; ENS Fellowship, University of Virginia, 2014–15; Mary Isabel Sibley Fellowship in French Studies, Phi Beta Kappa Society, 2014–15; Dissertation Fellowship, Department of French, University of Virginia,

2015–16; Humanities Center Research Grant, Franklin & Marshall College, 2019–20. Session organizer, Sewanee Medieval Colloquium, The University of the South (2017); session organizer, International Congress on Medieval Studies, Western Michigan University (2021).

Publications include guest ed., *postmedieval* (2020). contrib., *Animal Languages in the Middle Ages: Representations of Interspecies Communication* (2018); contrib., *Medieval Gender and Status* (2021); work in the following journals: *postmedieval*, *Bulletin of Francophone Postcolonial Studies*, *Historical Reflections/Réflexions Historiques*, *Studies in Medievalism*.

Statement:

In my years teaching French at institutions ranging from large public universities to small liberal arts colleges, I have seen how second-language study offers students extraordinary opportunities for intellectual and personal growth. I have also watched language programs face existential threats from within the university and without. The adjunctification of language departments puts the critical learning experiences we provide in the hands of faculty denied the compensation, mentoring, and support afforded their tenure-track colleagues. In addition, students beginning college today are, on average, less proficient in a second language than their peers of five or ten years ago. The COVID-19 pandemic has only intensified this trend and, by extension, the pedagogical challenges it imposes on faculty. Meanwhile on our campuses, faculty from fields outside languages and literatures often recommend that their advisees defer completing their language requirement or avoid language study altogether. Such advice significantly reduces the likelihood that a student will pursue language studies or study abroad. These challenges leave language faculty exhausted and threaten the survival of our programs; they demand action.

If elected to the MLA Delegate Assembly, I will advocate for mentoring and professional development funds for part-time and contract faculty, high school outreach programs, virtual pedagogical workshops, and educational campaigns to promote the languages as an essential part of university curricula. Strengthening support for language faculty and programs is essential to ensure their survival in a world dependent on the global connections we make possible.

111. Luis Rodríguez-Rincón. Assistant Professor Spanish, Haverford College

PhD, Stanford University. Institutional service: Steering Committee, Hurford Center for the Arts and Humanities, Haverford College, 2021–22; Research Fellowship, Three Months, Huntington Library, 2020–21; Yarbrough Dissertation Completion Fellow, Kenyon College, 2019–20; Lane Dissertation Fellowship in the History of Science, Stanford University, 2018–19. Founder’s Prize for Best Graduate Student Essay, Society for Renaissance and Baroque Hispanic Poetry, Biennial Conference, UC Irvine 2019.

Publications include Journal Article. “Berganza’s ‘buen natural’ and the Theriophily of El casamiento engañoso y el coloquio de los perros.” *Hispanic Review*. Accepted for publication, 2022. Book Chapter. “Pagan Nature and the Naturalization of Empire in the New World epyllions of Bento Teixeira and Silvestre de Balboa.” *The War Trumpet*. Edited by Emiro Martínez-Osorio and Mercedes Blanco, University of Toronto Press, Forthcoming 2021. Book Chapter. “The Aesthetics of the Early Modern Grotto and the Advent of an Empirical Nature.” *The Aesthetics of the Undersea*. Edited by Margaret Cohen and Killian Quigley, Routledge, 2019; work in the following journals: *Hispanic Review*, *Revista de estudios hispánicos*.

Statement:

As a queer cisman born outside of the US who recently navigated the gauntlet of the academic job market, pandemic teaching in my first year, I have an acute understanding of many of the challenges facing graduate students and junior scholars during such trying times. That lived experience forms the basis of my understanding of the most pressing needs facing the most vulnerable members of our professional community. I believe in the need for more advocacy from the MLA for the safety and well-being of graduate students and junior faculty during a pandemic and during the worst academic labor market on record. We must continue to advocate for the needs of contingent faculty and ensure that language education is valued and respected through full-time, multi-year contracts. Too many talented language and writing teachers are siloed into contingent and poorly remunerated positions, which ultimately contributes to the declining enrollment that threatens the long-term viability of our allied fields. Furthermore, schools that do not take seriously the pandemic and rescind policies that help mitigate the spread of covid should be pressured to do

more to protect our members. There will be no return to "normal" while the coronavirus continues to spread rapidly, and universities must continue to take all necessary precautions for the safety of everyone. I am keen to learn from other delegates their experiences and perception of the situation and work alongside the MLA to better advocate for these crucial issues as a professional organization.

IV. Region 4 (Great Lakes) (3 contests)

112. Qian Liu. Graduate student Romance languages, University of Michigan, Ann Arbor

MA, Ca'Foscari University of Venice, Italy; MA, University of Michigan, Ann Arbor; PhD Candidate, University of Michigan, Ann Arbor. Institutional service: Editor-in-chief, *Journal of Foreign Languages Learning* (in Mandarin Chinese), University of International Business and Economics (UIBE), Beijing, China, 2013–15; administrative assistant, Confucius Institute, Ca'Foscari University of Venice, Venice, Italy, 2017–18; member, Diversity, Equity, and Inclusion (DEI) Committee, Department of Romance Languages and Literatures, UM, 2019–20; advisory committee member, Center for European Studies (CES), UM, 2020–; curriculum member (Italian), Department of Romance Languages and Literatures, UM, 2020–; graduate representative in undergraduate studies (Italian), Department of Romance Languages and Literatures, UM, 2020–. Previous appointments: University of Michigan, Ann Arbor, 2019–; Ca'Foscari University of Venice, Venice, Italy, 2017–18. International Travel Grant, Ca'Foscari University of Venice (Ca'Foscari), 2014; Visiting Student Fellowship, Ca'Foscari, 2014; Ca'Foscari International Student Fellowship, Ca'Foscari, 2016; Graduate Fellowship, University of Michigan (UM), 2018; Humanities Institute Grant for Humanities Events, UM, 2019; Rackham Dean's Strategic Initiative Funding, UM, 2019; Summer Research Grant, Center for European Studies, UM, 2020; International Institute Individual Fellowship, UM, 2020; Rackham International Student Fellowship (Nominee), UM, 2020. Excellence in Teaching Award, China Youth Development Foundation, 2013; Annual Award for Undergraduate Research, Department of Italian, University of International Business and Economics (UIBE), 2013; Multiple-time first-place Annual Award of Excellence, UIBE, 2013, 2014, 2015, 2016; Best Undergraduate Thesis Award, Department of Italian, UIBE, 2016; Service Award, China National Theatre for the Performing Arts, 2017. Member, Critical Race Studies Caucus (2020–), American Association for Italian Studies. Romance Languages and Literatures Graduate Conference, University of Michigan (UM), March 2019; Department of French and Italian Colloquium, Indiana University, April 2021.

Publications include trans. *Florence Under Siege, Surviving Plague in an Early Modern City* (2022); work in the following journals: *Italian Studies*, *Modern Italy*.

Statement:

I'm a fourth-year Ph.D. Candidate in Romance Languages (Italian) at the University of Michigan and I'm honored to be nominated to the Delegate Assembly. Currently, I'm working on a dissertation theorizing Black-Italian culture at the intersection of literary criticism, visual studies, urban studies, Black studies, and Marxist philosophy (especially phenomenology and geography). My orientation to the MLA is organically innovative and interdisciplinary in its attention to questions of race, diaspora, Blackness and decoloniality. As an Asian diasporic and lifetime Black-related student, my higher education career has taken me through colleges and universities in China (including Hong Kong), Italy, and the United States. The multiple aspects of precarity (pandemic, anti-Asian racism, BLM movement around the globe, post-graduation career, financial and immigration status) that have been exacerbated since the catastrophe in 2020 require stronger protections for graduate students and contingent scholars, especially for racial minorities and non-US citizens. If elected, I will prioritize the concerns related to the still shrinking job market in humanities and champion diversity and equity in areas (of language and literature) that have not traditionally been home to underrepresented scholars or scholars of color. As a delegate, I will also contribute to boosting MLA's institutional initiatives and programs for admission, hiring, and promotion that will benefit this profession as a whole in our current period full of precarity and uncertainties.

113. David Reher. Graduate student Romance languages, University of Chicago

PhD, University of Chicago. Previous appointments: University of Chicago, lecturer, 2014–20. RESET DOC Travel Grant, Cervantes Society of America Travel Grant, 2019; Delmas Foundation Grant Scholarship, 2018; Critical Language Scholarship, 2017; Fulbright Fellowship, Gulsoy Fellowship toward further work on dissertation awarded by University of Chicago FLAS fellowship awarded by the University of Chicago Center for Middle Eastern Studies for Turkish study. Language Study Grant awarded by the Institute of Turkish Studies, 2016; FLAS fellowship awarded by the University of Chicago Center for Middle Eastern Studies, 2015; Mellon Institute in Spanish Paleography Institute Fellow at the Newberry Library in Chicago, 2013. Visiting appointments: Oklahoma State University, 2021–22. President / treasurer for Spanish Graduate Student Committee, 2012–15. Coordinator for Western Mediterranean Workshop, 2012–14. Departmental social secretary, 2012–13.

Publications include contrib. *Serenísima palabra* (2014); work in the following journals: *Cervantes: Bulletin of the Cervantes Society of America*, *La Corónica journal*.

Statement:

If elected, I will draw on my experience as a recent graduate student, former high school instructor and life-long Midwesterner to continue to advance the MLA's outreach.

I am passionate about seeking to lessen the crisis in our field through public engagement, both in leveraging the digital humanities to make our work more accessible to the public (which has unique challenges in the Midwest) and also in the form of supporting our communities as resources to primary and secondary instructors.

I am also eager to share my experiences as a graduate student through continuing to promoting and expanding the MLA's mentorship program as well as through providing resources on academic alternatives, through professional ties and workshops.

114. Douglas G. Dowland. Associate Professor English, Ohio Northern University

PhD, University of Iowa. Institutional service: Associate professor of English, Ohio Northern University, 2018–present; Assistant professor of English, Ohio Northern University, 2013–18; Visiting assistant professor, Ohio Northern University, 2010–13. Summer Research Grant, Ohio Northern University, 2021; Faculty Development Grant, Ohio Northern University, 2019; Research Grant, Morgan Library and Museum, 2012; Grant, School of Criticism and Theory, 2005. Sara A. Ridenour Chair of Humanities, Ohio Northern University, 2020–21. Tony Hilfer Prize for Outstanding Article, *Texas Studies in Literature and Language*, 2020. Professor of the Year Award, Getty College of Arts and Sciences, Ohio Northern University, 2018. Outstanding Teaching Assistant Award, Council on Teaching, 2005. Faculty Ambassador, New American Colleges and Universities, 2019–21.

Publications include *Weak Nationalisms: Affect and Nonfiction in Postwar America* (2019). Guest coed., *LIT: Literature Interpretation Theory* (2019). Guest coed., *Pedagogy* (2019); work in the following journals: *Pedagogy*, *Texas Studies in Literature and Language*, *jml: Journal of Modern Literature*, *LIT: Literature Interpretation Theory*.

Statement:

Our profession faces terrific uncertainty and it is the task of the MLA to respond to it. Not just with conventions and committees but through direct, tangible action that actively reclaims the humanities as a fundamental skill and a democratic outlook on life. As a delegate from a rural university in a Rust Belt state, I can speak not only of decline—of unnecessary slashes in the workforce; of the deprecation of the humanities by administration and government officials—but I can speak too of the resurgence in the humanities through the offering of innovative courses, the robustness of the passion of teaching, and the love of research and learning that drives students to the humanities today. What we do is worthy of more funding and wider respect. Thus as a delegate, I will work to broaden the horizon of what we do, to bring those not visible yet central to our work to national attention, and to remind not only ourselves but the world beyond the MLA that the humanities are a source of wisdom, compassion and equity.

115. Kevin Quarmby. Rose Warner Professor and Associate Professor English, College of St. Scholastica PhD, King's College London, UK. Institutional service: School of Arts & Letters Faculty Representative, Undergraduate Curriculum Committee, The College of St. Scholastica (CSS) 2018– ; Member, Center for Teaching and Learning Advisory Group, CSS, 2018– ; Faculty Adviser, English Club, CSS, 2018– ; Chair, School of Arts & Letters Colloquium Series, CSS, 2019– ; Faculty Member, Advisory Board for the Center for Faculty Development and Excellence, Emory University (EU), 2014–16; Faculty Member, Provost's Advisory Committee on On-Line Education (EU), 2013–14; Chair, Information Technology Committee, Oxford College of Emory University (OCEU), 2014–15; Faculty Adviser, Phi Eta Sigma Honor Society, Oxford College Chapter (OCEU), 2014–17; Faculty Adviser Oxford Ensemble of Shakespearean Artists (OCEU), 2012–17. Previous appointments: Oxford College of Emory University, 2012–17; Globe Education, Shakespeare's Globe Theatre, London, 2009–12. Distinguished Visiting Scholar, The Halle Institute for Global Learning, Emory University, 2011–14. Visiting appointments: University of Notre Dame, London Study Center, 2009; University of California, London Study Center, 2010–11; Florida State University, London Study Center, 2011; Associate Tutor, University of Sussex, spring 2011; Guest Lecturer, Homerton College University of Cambridge, spring 2011. Inglis Award, King's College London, for best MA leading to a PhD, 2001. Editor, *Scene: Reviews of Early Modern Drama*, University of Victoria, BC, Canada, 2017– .

Publications include *The Disguised Ruler in Shakespeare and His Contemporaries* (2012); contrib., *Shakespeare beyond English: A Global Experiment* (2013), *Women Making Shakespeare: Essays in Honour of Ann Thompson* (2013), *Teatro do Mundo: teatro e censura* (2013), *Macbeth: The State of Play* (2014), *The Revenger's Tragedy: The State of Play* (2017), *Global and Local Myths in Shakespearean Performance* (2018), *The Arden Research Handbook of Shakespeare and Social Justice* (2020); work in the following journals: *Shakespeare Survey*, *Shakespeare Bulletin*, *Shakespeare*, *Shakespearean International Yearbook*, *Multicultural Shakespeare*, *Cahiers Élisabéthains*, *Bulletin of the Society for Renaissance Studies*, *The Spenser Review*, *Journal of Social Justice*.

Statement:

As a Great Lakes Region teacher and scholar, I recognize the significance of the MLA to excite, stimulate, and nurture collaborative best practices among ourselves, while empowering us to promote intellectual maturity and social competency in our students. Never has the integrity of our profession and the educational freedom it bestows been so vitally needed, and so under threat. Since immigrating to the US nearly a decade ago, I experienced the political highs and lows that impact our effectiveness as professional educators. In consequence of the seismic shifts imposed by knee-jerk educational policy-making, on a local and national level, many MLA members now face employment and financial uncertainty. Humanities subjects, often considered low-hanging fruit in an era of cost-cutting fiscal policy, remain threatened by university and college systems that view many of our chosen subjects as expendable. The shift to low-waged and often undervalued adjunct faculty concerns me deeply. Remaining a passionate advocate for social justice and openly acknowledging my educational privilege, I hopefully can represent all constituencies at the MLA's Delegate Assembly with equity and impartiality. In consequence, I will endeavor, if selected, vociferously to defend the best interests of my Great Lakes colleagues, thus ensuring our scholarship, our teaching expertise, and our work-life balance remain forefront in the minds of those who advocate for and/or employ us. It would be my honor to receive your suggestions and concerns, to listen and respond to whatever you express, and to communicate your views to the broader audience of MLA governance.

116. Noel Blanco Mourelle. Assistant Professor Romance languages, University of Chicago

PhD, Columbia University, New York NY. Institutional service: Director of Undergraduate Studies, Romance Languages and Literatures, University of Chicago (2021–). Previous appointments: William & Mary (2017–19). W&M Summer Research Award, summer 2018.

Publications include work in the following journals: *postmedieval: a journal of medieval cultural studies*, *journal of spanish cultural studies*, *cuadernos de historia moderna*.

Statement:

My experience of American academia is inseparable from the austerity driven measures that have increasingly become the reality of humanities departments (particularly in premodern areas often deemed unprofitable). Furthermore, as a former international graduate student, I am painfully aware of the added uncertainty of having to navigate the US Immigration system with tenuous institutional support. The experiences that I describe are not unique to myself, but characteristic of the increasingly precarious conditions of the academic profession right now. For all these reasons, if elected I will advocate for those who experience that precariousness more acutely, particularly graduate students and contingent faculty.

117. Charles Leavitt IV. Associate Professor Italian, University of Notre Dame

PhD, University of Notre Dame. Institutional service: Programme Director, Italian Studies, University of Reading, UK, 2016–17; Program Director, Italian Studies, University of Notre Dame; 2020– ; Associate Director, Center for Italian Studies, University of Notre Dame, 2021– . Previous appointments: University of Reading, UK, 2012–18. Presidential Fellow in the Humanities, University of Notre Dame, 2003–09; Annese Dissertation Fellow, Nanovic Institute for European Studies, 2009–10. Kaneb Distinguished Graduate Teaching Award, University of Notre Dame, 2006; Reading University Students' Union Teaching Excellence Award Nominee, 2015, 2017; Reading University Students' Union Personal Tutor Excellence Award Nominee, 2016, 2017; Outstanding Contribution to Teaching Excellence Award, University of Reading, 2016; American Association of Italian Studies Book Prize in Visual Studies, Film, and Media, 2020. Co-editor, *Italianist* Film Issue, 2013–17; Laura Shannon Prize Committee Member, 2021.

Publications include *Italian Neorealism: A Cultural History* (2020); work in the following journals: *California Italian Studies*, *Italian Culture*, *Italianist*, *Journal of Italian Cinema and Media Studies*, *Journal of Modern Italian Studies*, *Letteratura e letterature*, *Le Tre Corone*, *Modern Language Notes*.

Statement:

Having formerly worked in an institution that undertook significant reductions in faculty and staff over the last decade, I know the pressures facing all of us who work in the humanities.

Having joined my colleagues in frequent industrial action, including strikes, to stave off faculty and staff reductions, I know the importance of collective efforts to ensure the future of the humanities.

The MLA has a vital role to play in the struggles we all currently face. As a Delegate Assembly Member, I will work with the MLA to pursue effective activism and to promote a just, inclusive, and sustainable future for the humanities.

V. Region 5 (South) (2 contests)

118. Devin Byker. Assistant Professor English, College of Charleston

BA, Calvin Univ. MA, PhD, Boston Univ. Institutional service: Faculty mentor, LEAP program for student retention, School of Humanities & Social Sciences, College of Charleston, 2021–present; chair of Ad Hoc Antiracism Committee, English Department (CofC), 2020–present; member of Faculty Senate Budget Committee (CofC), 2020–21; scholarship selection committee, Women's & Gender Studies (CofC), 2019–present; faculty adviser, Literati English Club and Sigma Tau Delta (CofC), 2019–present; member of First-Year Writing General Education Assessment Reading Group (CofC), 2018–present; adviser to students with Honor Board hearings, (CofC) 2018–20, 2021–present; member of Student Success & Professionalization Committee, English department (CofC), 2018–19; discussion leader, “The College Reads!” convocation event (CofC), 2018–19, 2021. Previous appointments: Adjunct instructor, University of Rhode Island, Spring 2017; Adjunct instructor, Boston University Metropolitan College, Spring 2017; Lecturer of Humanities, Boston University College of General Studies, Fall 2016. Faculty Research & Development Grant, College of Charleston, 2020; Dissertation Fellowship and Society of Fellows member, Boston University Center for the Humanities, 2014N15; Graduate Research Abroad Fellowship, Boston University Graduate School of

Arts and Sciences, 2014; Grant-in-aid, Shakespeare and the Problem of Biography, Folger Institute Spring Conference, Folger Shakespeare Library, 2014; Grant-in-aid, Shakespeare and Sacraments, Folger Institute Spring Seminar, Folger Shakespeare Library, 2012; Grant-in-aid, An Anglo-American History of the KJV, Folger Institute Fall Conference, Folger Shakespeare Library, 2011. Nominee, ExCEL (Excellence in Collegiate Education and Leadership) Award, College of Charleston, 2020, 2021; Angela J. and James J. Rallis Memorial Award, Boston University Center for the Humanities, 2014; Edwin S. and Ruth M. White Prize, Boston University Center for the Humanities, 2014; Albert Gilman Award for best essay on early modern drama, Boston University Department of English, 2013. Seminar co-organizer, "Early Modern Erogenous Zones," Shakespeare Association of America, 2022. Panel Organizer, "Wound, Crown, Forehead: Early Modern Erogenous Zones," Renaissance Society of America, 2021. Panel Organizer, "Mortality beyond Morbidity in Early Modern England." Renaissance Society of America, 2019. Assistant to the Editors, *Shakespeare Studies*, 2015–16. Panel Chair, "Alchemy in Early Modern English Literature," Renaissance Society of America, 2013.

Publications include contrib, *Face-to-Face in Shakespearean Drama: Ethics, Performance, Philosophy* (2019), *The Duchess of Malfi: Webster's Tragedy of Blood* (2018); work in the following journals: *Exemplaria*, *Journal of Medieval and Early Modern Studies*.

Statement:

As assembly delegate, my main objectives would be these:

1. We must more insistently work to dismantle structural anti-Blackness and racism in the MLA. As chair of my department's ad hoc antiracism committee, we performed a qualitative and quantitative self-assessment of racial equity, and we developed 19 measurable benchmarks for antiracist reform in our department, including establishing new scholarships for BIPOC students, dismantling white language supremacy across our curriculum, and adopting alternative, antiracist forms of assessment. The MLA assembly must vote to perform a similar self-assessment and develop a plan for measurable changes, while providing increased financial and consultative resources for departments to do this work.

2. As part of our antiracist commitments, we must support our Palestinian colleagues by voting to boycott, divest, and sanction the nation of Israel until it ends the violent apartheid state it has created. We should prioritize funding for and explore other ways to support Palestinian scholars both locally and globally.

3. We must work to dismantle the academic prestige hierarchy to foster more equitable recognition of the work of MLA teachers and scholars. We should vote to end the practice of announcing academic affiliation, require blind review of all panel submissions, monitor the demographic make-up of panels and committees (including race, gender identity, and rank), advocate for the inclusion of public-facing work in promotion and review, and ensure that the MLA Convention and organization places as much value on teaching, pedagogy, and service as it does research.

119. Aruni Mahapatra. Assistant Professor English, University of Alabama, Birmingham

PhD, Emory University. Previous appointments: University of Alabama at Birmingham, 2020–21; University of Delhi, 2011–14. Dean's Humanities Grant, College of Arts and Sciences, University of Alabama at Birmingham (2020–21), Mellon Public Scholarship in Humanities Fellow (2019–20), Emory University, George W. Woodruff Fellowship (2014–19), Emory University, Katharine F Pantzer Jr. Fellowship (\$3500) in Descriptive Bibliography at Houghton Library, Harvard University 2016–17.

Publications include contrib., *MLA Options for Teaching South Asian Anglophone Women's Writing*, 2021; work in the following journals: *Cambridge Journal of Postcolonial Literary Inquiry*.

Statement:

I am strongly committed to diversity, equity and inclusion. I believe the MLA can and should represent the interests and concerns not only of members in North America and Europe, but also for members engaged in teaching and researching literature in the Global South. As a citizen of India, an immigrant, and a faculty member who will be moving to a teaching position in India at the end of 2021, I am keenly aware that academics in the global south face challenges that are uniquely different from those facing

their colleagues in North America. As a delegate assembly, I would represent those challenges, and advocate for members who lack the resources available to US-based members. Thank you for your thoughtful consideration.

120. Debora Maldonado-DeOliveira. Associate Professor Spanish, Meredith College

PhD, University of Rochester (2000). Institutional service: Acting Chair, Department of World Languages and Literatures, Meredith College, 2014–15. Previous appointments: Durham Tech. Coll. (2000–01); Wayne State University (1997–99). Visiting appointments: Visiting Professor of Spanish, Universidad Mayor de San Simón, Cochabamba, Bolivia, 27 May–30 June 2002. University of Rochester Fellowship, 1990–96; Ford Foundation Pre-Doctoral Fellowship, Honorable Mention, 1990, 1991. Latino Scholarship committee member, North Carolina Society of Hispanic Professionals (2010–).

Publications include contrib., *Rituals of Movement in the Writing of Judith Ortíz-Cofer* (2012); work in the following journals: *CENTRO: Journal of the Center for Puerto Rican Studies*; Book reviews in *Feministas Unidas*, *The Rocky Mountain Review of Language and Literature*, and *Imagophagia: Revista de la Asociación Argentina de Estudios y Cine y Audiovisual*.

Statement:

I am very honored to be nominated as a regional representative of the South region to serve in the Delegate Assembly of the MLA. I strongly believe that the study of world languages and literatures allow students of diverse backgrounds to analyze and understand how language and its texts relate to current events and problems that affect their daily lives. Indeed, learning a foreign language provides the necessary skills to think critically and analytically in order to understand the increasingly globalized world where communication is vital in every field of knowledge. We need to show, time and again, that world languages are relevant to enrich students' experiences, to promote intellectual and economic opportunities, and to encourage responsible global citizenship. In today's world, students apply the acquired skills of critical thinking from the humanities and world languages in their careers to meet the challenges and demands of communication and trade in the global marketplace. Likewise, faculty must respond to the challenges of promoting postsecondary education as learning for life and not just as "career preparation." If elected as a member delegate for the South region, I will strongly advocate for faculty visibility in issues of high concern, such as research opportunities, salaries matching cost of living, faculty retention, benefits and wellness programs for both full-time and adjunct instructors, pre-retirement plans, and faculty development handled by an academic committee of peers instead of upper-level administrators. Thank you.

121. James Mulholland. Professor 18th-Century English literature, North Carolina State University

PhD, Rutgers University, New Brunswick. Institutional service: Director of Graduate Programs, NC State University, 2019–present. Previous appointments: Wheaton College, Massachusetts, 2006–12; Connecticut College, 2005–06. Provost Faculty Fellowship, NC State University (NCSU), 2021–22; ACLS Frederick Burkhardt Residential Fellowship, ACLS, 2016–17; NEH Fellowship in Poetics, Fox Center for Humanistic Inquiry, Emory University, 2009–10; Marion Jasper Whiting Fellowship, Whiting Foundation, 2009–10; ASECS/Paula Bakscheider Archival Fellowship, ASECS, 2006; Daniel Francis Howard Travel Fellowship, Rutgers University, 2004; Center for Critical Analysis Fellowship, Rutgers University, 2002. Srinivas Aravamudan Prize, ASECS, 2020; Clifford Prize, Honorable Mention, ASECS, 2021; William Riley Parker Prize, Honorable Mention, MLA, 2021. Co-Director, Race and Empire Caucus, ASECS, 2014–15; Srinivas Aravamudan Prize Committee, ASECS, chair, 2022; Srinivas Aravamudan Prize Committee, ASECS, 2021; Intersectional Prize Committee, ASECS, 2021. MLA activities: forum exec. comm., LLC Late-18th-Century English, 2017–Jan. 2022.

Publications include *Before the Raj: Writing Early Anglophone India*. Johns Hopkins University Press (2021); *Sounding Imperial: Poetic Voice and the Politics of Empire, 1730–1820*. Johns Hopkins University Press (2013). contrib. *Representing Place in British Literature and Culture of the Long Eighteenth Century: From Local to Global* (2013); work in the following journals: *PMLA*, *MLQ*, *ELH*, *Oral Tradition*, *Literature Compass*, *The Eighteenth Century: Theory and Interpretation*, *Postcolonial Text*,

Common-Place, Journal of Scholarly Publishing, Studies in Eighteenth-Century Culture, The Chronicle of Higher Education, The Guardian, Public Books, Profession.

Statement:

I am honored to be nominated to serve on the Delegate Assembly. The most important issue facing the Modern Language Association and the Delegate Assembly is its future as an active site of debate about the rapid changes to higher education. My goal will be to broaden who can participate in the MLA but also to think differently about how the professional societies might help the governance structure of higher education.

I have attended public universities and have been a faculty member at small liberal arts colleges. I am currently a mid-career scholar at a land-grant state university that serves many under-represented and first-generation students. I am Director of Graduate Programs, but also a fellow in the provost's office, so I continually see multiple sides of higher education institutions. I have worked at different types of institutions and have interacted with the variety of individuals who contribute to MLA's diversity.

I will bring that wide perspective to my thinking about inclusion at the MLA. The Delegate Assembly must actively guarantee the broad inclusiveness of MLA. I am convinced that one of the most pressing issues facing a professional organization like the MLA is who gets to participate and in what ways. The MLA Delegate Assembly should be a place where everyone can speak out. We should use the Delegate Assembly as a coordinating organization for recapturing the discussion of how the humanities contributes to the improvement of human life.

VI. Region 6 (Central and Rocky Mountain) (2 contests)

122. Ryan Calabretta-Sajder. Assistant Professor Italian, University of Arkansas, Fayetteville

PhD, Middlebury College (Italian & French). Institutional service: Italian Section Head, Dept. of WLLC, Univ. of Arkansas (UofA), 2019-Present; Interim Director of Gender Studies, UofA, 2021–22; Fulbright College (FC) Planning and Fiscal Committee, UofA, 2021–23; FC Diversity, Equity, and Inclusion Committee, 2021–23; University Rome Center Advisory Committee, UofA, 2019–present; FC Rome Center Advisory Committee, UofA, 2019–present; Dept. of WLLC DEI Committee, UofA, 2019–present; University Diversity Leadership Team, UofA, 2020–present; College Cabinet, Fulbright College of Arts & Sciences (UofA), 2020–21; Chair of the College Cabinet, UofA, Spring 2021; Academic Programs Committee, UofA, 2019–21 (Vice-Chair 2020-2021); Dept. of WLLC Executive Council, UofA, 2021–22 & 2019–21. Previous appointments: Rice University, 2009–13; SUNY New Paltz, 2007–08. Connor Fellowship, Univ. of Arkansas (UofA), 2021; Student Success Grant, Teaching and Faculty Support Center, UofA, 2021; Project Grant (Mapping the Unheard Migrant Voices in Arkansas), Arkansas Humanities Council, 2021; Dept. of WLLC Research Grant, (UofA), 2020; Summer “Seed” Grant, Office of the Provost, UofA, 2018; Fulbright Foundation of the South Award, Fulbright Association, 2018. Visiting appointments: Ives Visiting Distinguished Professorship in Italian and Italian American Studies, Youngstown State University, 2018–19 (declined); University of Calabria Arcavacata, Spring 2017 (Fulbright Award). President (2021–present), Director of Communication ((2014–20), Chair of the Constitution and By-Laws Committee (2013–14), Chair of the Enhancement of the Image Committee (2013–14), Chair of the ACTFL Conference Program Committee (2014), Plains/Southwest Representative (Executive Council) (2012–13), AATI; President, (2014–present), Kappa Gamma Alpha (Italian National Honors Society); Founding Editor, *Diasporic Italy*, Ex-officio member of the EC (2020–25), Vice-President (2019–20), Executive Council Member (2015–18) IASA International Conference (chair), “Theorizing the Italian Diaspora”; Università della Calabria, June 2017, Italian American Studies Association; Secretary/Treasurer (2016–19), American Association of University Supervisors and Coordinators; President for Italian Panels (2013), Secretary (2012), SCMLA; Higher Education Member (2019–20), Higher Education CoChair (2020–present), AP Italian Exam Development Committee; Evaluator, Fulbright Assoc. MLA activities: Committee on the Status of Graduate Students in the Humanities, 2013–2017 (2014–16 coch.); forum exec. comm., LLC Italian American, 2019–Jan. 2024.

Publications include *Pasolini's Lasting Impressions: Death, Eros, and Literary Enterprise in the Opus of Pier Paolo Pasolini* (2018); *Divergenze in celluloido: Colore, migrazione e identità nei film gay di*

Ferzan Özpetek (Celluloid Divergences: Color, Migration, and Identity in the Gay Films of Ferzan Özpetek) (2016). coed., *Italian Americans on Screen: Challenging the Past, Re-Theorizing the Future* (2021); coed., *Theorizing the Italian Diaspora* (2018). contrib., *Fictional and Critical Stories of Transmigration through Italy* (2021), contrib., *A Journey through Knowledge: A Festschrift in Memory of Paul A. Colilli (1952–2018)* (2020); contrib., *Diversity in Italian Studies* (2021); contrib., *Representation of AIDS in Literature, Media, and the Arts* (2020); contrib., *A Companion to the Gangster Film* (2019); contrib., *Writing and Performing Female Identity in Italian Culture* (2017); contrib., *Mediterranean Studies: Crossing Boundaries* (2016); contrib., *L'Europa, l'Italia, e il mediterraneo* (2014); work in the following journals: *Italica*, *Italiana*, *The Journal of Popular Film and Television*, *The Italianist*.

Statement:

I have been active with the MLA since I was a graduate student serving on the Committee on the Status of Graduate Students in the Profession (2013–16). Over the years, I have been a contingent faculty and currently am Assistant Professor of Italian and Interim Director of Gender Studies. As our field continually evolves, so too must our philosophy to not only the role of academia in society but also how we deliver education.

If elected MLA Delegate for Region 6 (Central and Rocky Mountain), I would like the association to confront various issues which English and World Languages are currently facing, including a serious need to revitalize curricula (microcosmically and macrocosmically, including enhanced interdisciplinary exchanges not only in teaching but also research), improving relations amongst lecturers and TT faculty, fighting for more robust guidelines on working conditions (contracts, rank, access to research and travel funds, research/teaching sabbaticals) for both contingent faculty and graduate students, and offering all underrepresented voices a more significant presence at the MLA and similar academic associations. Returning to curricula, I would support stronger support of Diversity, Equity, and Inclusion (DEI) topics not only within teaching but also greater support (financial and collegial) for serious research agendas incorporating ALL aspects of DEI.

Through my diverse work in Advocacy for Italian Studies, I hope to bridge relationships with Italian, other languages, and English, to build stronger collaborations in fighting for the Humanities at large (including aspects of philanthropy) and working for a more equitable academic space.

123. Donald Wood. Visiting Assistant Professor Spanish, Oklahoma State University

PhD, University of Georgia, Athens. Institutional service: Faculty representative on the University Assessment Committee, Clarke University (Dubuque, IA), 2016; Chair of the Multicultural Issues Committee, Clarke University, 2014–16; Faculty representative on the International Studies Committee, Clarke University, 2013–16; Faculty representative on the Academic Integrity Board, Clarke University, 2013–16; Founder of and advisor to the Clarke University Spanish Club, 2013–May 2016; Faculty advisor to Spanish majors and minors, Clarke University, 2014–16. Previous appointments: Clarke University, Dubuque, IA, 2013–16; University of Wisconsin, Platteville, 2011–13; University of Southern Indiana, 2010–11; University of Georgia, 2005–10. College of Arts and Sciences Distinguished Teaching Award (nominee), Oklahoma State University, Jan. 2020; College of Arts and Sciences Distinguished Teaching Award (nominee), OSU, Jan. 2019; Outstanding Graduate Teaching Assistant Award, University of Georgia, Jan. 2007; Teacher Recognition Award, UGA, Dec. 2005.

Publications include work in the following journals: *Medieval Encounters*, *eHumanista*.

Statement:

I would like to address two professional issues that are of personal importance to me. First, as a contingent faculty member, I am not required to conduct scholarly research and receive only minimal funding to do so. As a scholar, however, I set for myself a rigorous research agenda, attending conferences, publishing articles, and engaging with colleagues nationally and internationally. The costs associated with these endeavors are paid largely out of pocket. I would like to work with the MLA and its regional affiliate groups and with academic institutions to create better opportunities for funding professional development and research-related opportunities for contingent faculty and for non-affiliated independent scholars to showcase their important contributions to our field.

Second, as a specialist in sixteenth-century Spanish Aljamiado-Morisco literature, I occupy a niche position within the Spanish canon, straddling the late Middle Ages and Early Modern period and bridging Spanish-Arabic, Christian-Islamic literary and cultural spheres. Colleagues working on similarly “outlying” areas of inquiry continually negotiate their positions relative to both the traditional Spanish literary canon and established periodization thereof. Panels at traditionally medieval-themed congresses are broadening definitions to promote greater inclusivity of themes, participants, and cross-disciplinary approaches to research. I would continue to push these conversations. It is imperative to the future of our field and work that we evolve our modes of inquiry and support innovative voices and approaches to research by scholars of all levels of experience who are interested in contributing to our dialogues in constructive ways.

124. Ryan Hallows. Associate Professor languages and literature, Carroll College

PhD, Indiana University. Institutional service: Director, Spanish Program, Carroll College, Helena, MT (2021); Director of Latin American Studies, Carroll College (2015). Director, Women's & Gender Studies Program, Concord University, Athens, WV (2013–14). Previous appointments: Assistant Professor, Concord University, Athens, WV (2012–14); Associate Instructor, Indiana University, Bloomington (2004–12); Adjunct, Central Washington University, Ellensburg, WA (Summer 2004). The Foundation for the Diocese of Helena, Engineers without Borders implementation grant (2020); Artaza Center for Excellence in Global Education Faculty Travel Grant (2016 and 2017); West Virginia Humanities Council grant (2013); US Department of Education Foreign Language Area Studies Fellowship (FLAS) (2006); McNair Scholars Fellowship, Indiana University (2004–09). Outstanding Teaching Award, Carroll College, 2019; Lieber Memorial Distinguished Teaching Award, Indiana University, Bloomington (2010); Exceptional Teaching Performance Award, Indiana University, Bloomington (2010). Faculty Advisor, Engineers without Borders, Carroll College Chapter (2015–); Editor, *Chiricú*, Indiana University, Bloomington (2010–12).

Statement:

Ryan Hallows is an Associate Professor of Spanish at Carroll College in Helena, Montana, and has been teaching at Carroll since 2014. He was first attracted to the college by Carroll's dedication to a rigorous liberal arts education and the ability to work closely with students throughout their academic careers. Hallows is originally from Northern California and has lived and worked in Washington State, Indiana, and Virginia. Before coming to Carroll College, he taught at Concord University in West Virginia; Indiana University, Bloomington; and Central Washington University in Ellensburg, WA. He received his PhD from Indiana University, Bloomington (2013), in Hispanic literature. He is interested in social justice issues and in furthering the MLA's outreach and support for language professionals, their programs and understanding and articulating the role of languages in the humanities and academia today.

125. Carlos Hawley. Associate Professor modern languages, North Dakota State University, Fargo

Statement:

No statement provided.

VII. Region 7 (Western United States and Western Canada) (3 contests)

126. Erin E. Edgington. Assistant Professor and Associate Dean, University of Nevada, Reno

PhD, Indiana University, Bloomington. Institutional service: Member, Service-learning Council, University of Nevada, Reno (UNR), 2018–present; member, Queer and LGBT Advocacy Board, UNR, 2018–21; co-chair, Queer and LGBT Advocacy Board, UNR, 2021–24; college representative, Presidential Diversity & Inclusion Task Force, UNR, 2020–21; member, World Languages and Literatures Diversity Committee, UNR, 2021–present; member, World Languages and Literatures Marketing Committee, UNR, 2021–present. Visiting appointments: Queen's University Belfast, 2014–15; University of Michigan, Ann Arbor, 2016–17. Secretary-Treasurer, Western Regional Honors Council, 2019–20.

Publications include *Fashioned Texts and Painted Books: Nineteenth-Century French Fan Poetry* (2017). contrib., *The Imagery of Interior Spaces* (2019); work in the following journals: *Nottingham French Studies*, *Nineteenth-Century French Studies*, *Australian Journal of French Studies*, *The French Review*, *Neophilologus*.

Statement:

It would be my honor to serve as a delegate representing Region 7 to the MLA Delegate Assembly. At present, in the midst of multiple intersecting and ongoing crises, our profession continues to feel many pressures. Some of these—like our institutions’ desire for us to return to “normal” and the apprehension that, going forward, the expectation for our research and teaching will forever be couched in terms of both/and—are particular to our current moment. Others—like our obligation to support the intellectual, mental, and financial wellbeing of our colleagues, our students, and ourselves—are not. As we enter another year in which budgetary woes are likely to affect modern languages and humanities disciplines disproportionately, I remain committed to advocacy that highlights the value of our work, supports the most vulnerable within our membership, and promotes meaningful progress over performative change. There is much work yet to be done to correct inequities that affect our membership, and I remain steadfast in my belief in the power of the humanities to bridge the gaps that limit our understanding of our world and ourselves. I am motivated by the certainty that, as scholars and teachers of modern languages, we are uniquely positioned to contribute to a critically reflective, globally oriented discourse and to prepare our students to do the same.

127. Dallas Hunt. Assistant Professor English, University of British Columbia, Vancouver

PhD, University of British Columbia, Vancouver. Institutional service: University of British Columbia Department (UBC) of English Language and Literature(s) Graduate Committee member; UBC Department of English Language and Literature(s) PhD Sub-Committee member; UBC Hiring Committee Member for a Tenure-Track hire in Indigenous Literature(s) in the Department of English Language and Literature(s); UBC Hiring Committee Member for a Canada Research Chair (Tier 2) in the Department of Theatre and Film and the Institute for Critical Indigenous Studies; UBC Department of English Planning and Priorities Committee Member; Peter Wall Scholar, the Peter Wall Institute, UBC (2021 – 2022); Liu Scholar, Liu Institute for Global Issues, UBC (2016–present). Previous appointments: University of Manitoba, 2018–19. Hampton Fund Research Grant, University of British Columbia, 2020–22. Visiting appointments: Peter Wall Scholar, the Peter Wall Institute, University of British Columbia (2021–22); Liu Scholar, Liu Institute for Global Issues, University of British Columbia (2016–present). UBC Grant for Catalyzing Research Clusters Grant; Winner of the Native American and Indigenous Studies Association (NAISA) best subsequent book prize for *Storying Violence: Unravelling Colonial Narratives in the Stanley Trial*; Finalist for the Alberta Literary Awards 2021 for *Storying Violence Stanley Trial*; Finalist for the 2020 Manitoba Book Awards, Children’s Illustrated Category; Selected for Biblioasis’ The Best Canadian Poetry in English, 2020, for “louise”; Finalist for First Nation Communities Read: Aboriginal Literature Award-Children’s, 2019–20; Finalist for the 2019 High Plains Book Award, Best Indigenous Writer; Finalist for the 2019 Manitoba Book Awards, Indigenous Writer of the Year; Selected for Biblioasis’ The Best Canadian Poetry in English, 2019, for “Cree dictionary”; Finalist for the 2018 Elizabeth Mrazik-Cleaver Canadian Picture Book Award for *Awâsis and the World-Famous Bannock*. Critical Racial & Anti-Colonial Studies (CRACS) Research Network Member (2016–present); Critical Ethnic Studies Association (CESA) Member (2016–present); Indigenous Literary Studies Association (ILSA) Member (2015–present); Canadian Applied Literature Association (CALA) Member (2014–present); American Comparative Literature Association (ACLA) Member (2014–present); Native American and Indigenous Studies Association (NAISA) Member (2013–present); Critical Ethnic Studies Association, Conference Committee. Sept 2017–June 2018.

Publications include Hunt, Dallas. *CREELAND*. Gibsons: Nightwood Editions. 2021. ---. *Awâsis and the World-Famous Bannock*. Winnipeg: HighWater Press. 2018. coauthor. Hunt, Dallas and Gina Starblanket. *Storying Violence: Unravelling Colonial Narratives in the Stanley Trial*. Winnipeg: ARP Books. 2020. ed. Hunt, Dallas. *(Re)Generation: The Poetry of Kateri Akiwenzie-Damm*. Waterloo: Wilfrid Laurier University Press. (Publication Date: August 2021). contrib. “(Ad)Dressing Wounds: Extractive and Expansive Kinship Relations in Billy-Ray Belcourt’s This Wound is a World” in *Indigenous Resurgence in*

the Time of Reconciliation, Hokulani K. Aikau and Heidi Kiiwetinepinesiiik Stark, eds. Toronto: University of Toronto Press (In press). contrib. "‘The Place Where the Hearts Gather’: Against Damage-Centred Narratives of Urban Indigeneity" in *Visions of the Heart: Issues Involving Indigenous Peoples in Canada*, David Long and Gina Starblanket, eds. 5th Edition. Oxford: Oxford University Press (2019): 94-105. contrib. "‘Of course they count, but not right now:’ Regulating Precarity in Lee Maracle’s Ravensong and Celia’s Song" in *Biopolitical Disaster*, Jennifer Lawrence and Sarah Marie Wiebe, eds. New York: Routledge (2018): 172-87. contrib. "Wither the Medicine Chest? COVID-19 and the Histories and Contemporary Realities of Colonial Violence." *Sick of the System: Why the COVID-19 Recovery must be Revolutionary. Decolonizing the Map* Spec. issue of *Cartographica* 55.3 (2020): 199-206. *American Indian Culture and Research Journal* 42.1 (2018): 71-90; work in the following journals: *Indigenous Literature and the Arts of Community* Spec. issue of *Canadian Literature, Settler Colonial Studies, Diaspora, Minority, and Indigenous Education: Studies of Migration, Integration, Equity, and Diversity, Decolonization: Indigeneity, Education & Society*.

Statement:

In my research, I examine the experiences and anti-colonial resistance of Indigenous peoples and communities in literary and cultural texts, as well as the ways in which Indigenous forms of kinship manifest in the everyday, signifying an increasingly re-appropriated, re-occupied, and re-inscribed active, collective Indigenous presence. I am Cree and a member of Swan River First Nation, and my personal, political, and research orientations arise from being from a community that has been subject historically to myriad colonial policies, and continues to deal with boil water advisories. I have published research in several high-impact journals across disciplines, including *Canadian Literature, Settler Colonial Studies*, and the *Diaspora, Indigenous, and Minority Education Journal*, among many others. My first children's book, *Awâsis and the World-Famous Bannock*, was published through Highwater Press in 2018, and was nominated for the Elizabeth Mrazik-Cleaver Canadian Picture Book Award, as well as for an Aboriginal Literature Award from First Nation Communities READ, and to this date has sold over 15,000 copies globally.

128. Rachel Arteaga. Assistant Director Simpson Center for the Humanities, University of Washington, Seattle

PhD, University of Washington. Institutional service: Assistant Director, Walter Chapin Simpson Center for the Humanities, University of Washington, 2017–present; Associate Program Director, Reimagining the Humanities PhD and Reaching New Publics, Walter Chapin Simpson Center for the Humanities, University of Washington, 2017–present. Mildred Cartwright Hainer Fellowship, University of Washington (UW), 2014; Andrew Hilen Dissertation Fellowship, UW, 2015. Arts & Sciences Graduate Medal, University of Washington College of Arts & Sciences (UW), 2016; Citizen Scholar Medal Award Finalist, UW, 2016. Chair, Teaching with Technology Committee, Expository Writing Program, English Department, University of Washington (UW), 2013–15; Member, Steering Committee, HASTAC, 2016–19; Member, Review Committee, Humanities Washington Speakers Bureau, 2018, 2020; Member, Proposal Development Working Group, Carnegie Community Engagement Classification, UW, 2018–19; Member, Planning Committee, National Humanities Conference, Honolulu, HI, National Humanities Alliance, 2019; Member, Nominating Committee, National Humanities Alliance, 2020; Member, Review Board, *Journal of Interactive Technology and Pedagogy*, 2020–present; Chair, Ad Hoc Committee on English Majors’ Career Preparation and Outcomes, ADE, 2020–21; Co-Facilitator, Sustaining Humanities Career Diversity Initiatives, American Historical Association Annual Meeting, Virtual, February 2021; Co-Facilitator, Monthly Gatherings, Consortium of Humanities Centers and Institutes & National Humanities Alliance, Virtual, February 2021–present. MLA activities: 2021–21 ADE Ad Hoc Committee on English Majors’ Career Preparation and Outcomes, 2020–21 (ch. 2021).

Publications include coed., *Public Scholarship in Literary Studies* (2021); work in the following journals: *Flannery O’Connor Review, LIT: Literature Interpretation Theory*.

Statement:

It is an honor to be nominated to serve as a regional representative in the MLA Delegate Assembly for the Western United States and Western Canada. As the profession rearticulates its values and priorities in

the context of a higher education landscape reshaped by the COVID-19 pandemic, its resultant closures and economic impacts, and a concurrent, forceful reckoning with legacies and structures of racial injustice, it is my hope that learned societies and professional organizations across the humanities will work both internally and in deeply collaborative ways to envision and enact agendas, policies, and standards of excellence that are authentically inclusive and commensurate to the demands of this moment.

Directly upon completing the PhD in English in 2016, I accepted a non-tenure-track administrative leadership position in a humanities center, and on the basis of this experience I hold strong commitments to career diversity for humanities PhDs and related reforms to doctoral education. My non-traditional role has allowed me to work closely with research and teaching faculty, as well as graduate students, across language and literature departments on my campus. It has also brought me into collaboration with colleagues in partner institutions, most notably community colleges and public-facing humanities organizations. It is my highest priority to be responsive to these stakeholders, and my contributions to debates and discussions in the MLA Delegate Assembly would be informed by insights from these wide-ranging networks. I am particularly interested in advancing ethical labor practices, public scholarship, and diversity in the profession.

129. Kyle Frackman. Associate Professor German and Scandinavian studies, University of British Columbia, Vancouver

PhD, University of Massachusetts, Amherst. Institutional service: Language Coordinator, University of Massachusetts, Amherst, 2008–12; Scandinavian Studies undergraduate advisor, University of British Columbia (UBC), 2012–15; Acting Head of Department, UBC, 2020; Director of Graduate Studies, UBC, 2019–21. Previous appointments: University of Massachusetts, Amherst, 2008–12; Amherst College, 2011; Smith College, 2007–08. Fulbright Fellowship, 2001–02; Arts Undergraduate Research Grant, University of British Columbia (UBC), 2016; Arts Research Grant, UBC, 2016; Insight Grant, Social Sciences and Humanities Research Council (SSHRC), 2017–21; Special Programs Grant, Jane Rule Endowment, 2018; Conference Grant, German Academic Exchange Service, 2020; Connection Grant, SSHRC, 2019–20; Ulrich Maché Memorial Fund, UBC, 2020. Dean of Arts Faculty Research Award, University of British Columbia (UBC), 2016. Conference Co-Chair (2014–16), Member-at-Large (2017–21), German Studies Canada. Member, Editorial Board, *German Studies Review*, 2017–; Member, Editorial Board, *Feminist German Studies*, 2018–; Member, Conduct and Anti-Harassment Committee, German Studies Association, 2021–.

Publications include *An Other Kind of Home: Gender-Sexual Abjection, Subjectivity, and the Uncanny in Literature and Film* (2015). coed., *Classical Music in the German Democratic Republic: Production and Reception* (2015), coed., *Gender and Sexuality in East German Film: Intimacy and Alienation* (2018). contrib., *queere (t)ex(t)perimente* (2008), contrib., *The Greenwood Encyclopedia of Love, Courtship, and Sexuality through History* (2008), contrib., *International Encyclopedia of Revolution and Protest: 1500 to the Present* (2009), contrib., *The Directory of World Cinema* (2011), contrib., *Tatort Germany: The Strange Case of German Crime Fiction* (2014), contrib., *Knowledge on the Nordics* (2018, 2019); work in the following journals: *Die Unterrichtspraxis/Teaching German*, *Neues Curriculum: Journal for Best Practices in Higher Education German Studies*, *Glossen*, *Colloquia Germanica*, *Edinburgh German Yearbook*, *German Life and Letters*, *Journal of Homosexuality*, *Seminar: A Journal of Germanic Studies*, *Radical History Review*.

Statement:

Topics and approaches that engage with social justice are crucial to my work as an educator and scholar. This includes having difficult conversations about disciplinary histories, representation, and future work. Indeed, it expands to encompass critical examinations of practices within higher education and advocacy for positive change, be that labour practices, administrative changes, or curricular reform. My professional activities are in smaller fields within the MLA (German and Scandinavian Studies), and I would represent concerns of such programs as a member of the Delegate Assembly. I have experience studying and working at both large research universities and small liberal arts colleges. My past experience also comprises administrative roles (at the head of a department as well as graduate and undergraduate programs).

130. Anderson Araujo. Head languages and world literatures, University of British Columbia, Kelowna

PhD, Western University, London. Institutional service: Head, Dept. of Languages and World Literatures, University of British Columbia (UBC), Okanagan campus (2019–); Chair, Constitution Committee, Dept. of Languages and World Literatures, UBC (2019–); Chair, Merit & PSA Committee, Dept. of Languages and World Literatures, UBC (2019–); Chair, Sessional Lecturer Hiring Committee (SLHC), Dept. of Languages and World Literatures, UBC (2019–); Chair, Standing Committee on (Re)Appointment, Promotion and Tenure (SCRPT), Dept. of Languages and World Literatures, UBC (2019–present). Previous appointments: American University of Sharjah, UAE, 2009–11; University of Windsor, 2007–09; Western University, 2007–09. Aspire-2040 Learning Transformations Fund (UBC) 2020–23; Social Sciences and Humanities Research Council (SSHRC) Insight Development Grant (Government of Canada), 2016–19; Hampton Fund Research Grant (UBC), 2015–17; Humanities and Social Sciences Research Grant (UBC), 2016. Visiting appointments: University of Salamanca, Spain, 2017–19 (summers); National Library of Spain, 2016–19 (summers). Faculty of Creative and Critical Studies Teaching Innovation Award (UBC), 2014. Advisory Editor, *Book Practices and Textual Itineraries* (book series), Presses Universitaires de Nancy, France, 2011–. Vettor, Association of Canadian College and University Teachers of English (ACCUTE) Annual Conference, 2013–17. Conference co-organizer, Canadian Literature of World War I International Conference, University of Ottawa and the Canadian War Museum, 2014. Peer Reviewer, *Studia Anglica Posnaniensia: An International Review of English Studies* (2014); Peer Reviewer, *California Italian Studies* (2015). Chair, “Nation and Commemoration: Experience, Authority, and the Great War in Britain,” Modernist Studies Association Conference, Toronto (2019).

Publications include *A Companion to Ezra Pound's Guide to Kulchur* (2018), *Estetas fascistas y antifascistas: La vanguardia española, el modernismo americano y la política del poder* (2021); coed., *The Ezra Pound Studies Biennial* (2022); contrib., “‘Pictures and voices’: Virginia Woolf’s Three Guineas as Anti-Archive” (2010), “‘Amid rusty ruin’: Aldington’s War Poetry and the Georgians” (2012), “‘I cling to the spar’: Imagism in the Vortex” (2013), “‘Between ‘Absolutism’ and ‘Impossible Theocracy’: Hierarchy in Eliot’s Anglo-Catholicism” (2014), “‘Canto 8” (2018), “‘Poundians on the Trail of El Cid” (2019), “‘Italian Fascism” (2020), “‘Using Electronic Resources and Information Technologies to Teach Ezra Pound’s Guide to Kulchur and Canto 45” (2021), “‘After Many Gods: T. S. Eliot and the Nagging Question of Ezra Pound’s Beliefs” (2021), and others; work in the following journals: *Ariel*, *Canadian Literature*, *California Italian Studies*, *Media*, *War & Conflict*, *Renascence*, *Literature of the Americas: Journal of Literary History*.

Statement:

I humbly and gratefully accepted the nomination to run as a delegate representing members of the Western United States and Western Canada because I am confident that my ongoing experience leading a diverse and inclusive Department of Languages and World Literatures has given me the tools to thrive in this position at a critical moment in the history of our profession, the humanities, and the MLA as an institution. My substantial record of professional and institutional service demonstrates my belief in the power of collective efforts to make our voices and concerns heard.

I am also a modernist literature scholar with a strong commitment to interdisciplinary and plurilingual research and teaching. As a polyglot head of department working closely with colleagues operating in several languages, I strive to bring visibility and prominence to what is arguably the most ethnically—and certainly the most linguistically—diverse academic unit on my campus. To this end, in the past two years alone I have successfully lobbied my university’s administration to hire tenure-track scholars in Maya Indigenous language and literature and Transcultural African Studies, and I continually work towards empowering marginalized and historically underrepresented members of our community.

Interrogating fascism in all its political and cultural forms, my research has made me especially aware of the need to uphold principles of justice and fairness. If elected, I will bring all my energy and advocacy know-how to contribute to the MLA’s pivotal role in shaping the discourse of the humanities in higher education and society.

131. Cole Morgan. Assistant Professor English, University of California, Irvine

PhD, Brown University. Institutional service: Member of Undergraduate Studies Committee, University of California, Irvine (UCI) 2020; Member of Graduate Studies Committee, UCI, 2021. Faculty Success Program, National Center for Faculty Development & Diversity, 2020.

Statement:

No statement provided.

Part V: Voting for Forum Delegates

Only the forums listed below are scheduled to hold delegate elections this year. Eligibility to vote in these elections is determined by voters' primary forum affiliations, as recorded in their membership profiles.

The term of office of those elected will be from 10 January 2022 through the close of the January 2025 convention. The numbers preceding the nominees' names correspond to the numbers assigned to the nominees on the paper ballot sheet.

MLA Forums Scheduled to Elect Delegates in Fall 2021

Comparative Literary and Cultural Studies

Caribbean
Global Jewish
Global South
Nordic

Romanian
Sephardic
Russian and Eurasian
Medieval Iberian
16th- and 17th-Century Spanish and Iberian
Drama
16th- and 17th-Century Spanish and Iberian
Poetry and Prose
20th- and 21st-Century Spanish and Iberian

Genre Studies

Children's and Young Adult Literature
Comics and Graphic Narratives
Life Writing
Poetry and Poetics
Prose Fiction
Speculative Fiction

Language Studies and Linguistics

Applied Linguistics
Global English
Linguistics and Literature
Romance Linguistics

Higher Education and the Profession

Part-Time and Contingent Faculty Issues

Rhetoric, Composition, and Writing Studies

Creative Writing

Languages, Literatures, and Cultures

20th- and 21st-Century American
Chicana and Chicano
Jewish American
Latina and Latino
South Asian and South Asian Diasporic
Dutch
English Romantic
16th-Century French
18th-Century French
19th-Century French
20th- and 21st-Century German
Irish
17th-, 18th-, and 19th-Century Italian
Japanese to 1900
Colonial Latin American
19th-Century Latin American
Global Portuguese

Theory and Method

Bibliography and Scholarly Editing
Language Theory
Libraries and Research
Literary and Cultural Theory

Transdisciplinary Connections

Digital Humanities
Ecocriticism and Environmental Humanities
Law and the Humanities
Memory Studies
Popular Culture
Postcolonial Studies
Race and Ethnicity Studies
Religion and Literature
Science and Literature

CLCS Caribbean (1 contest

200. Nicole N. Aljoe. Professor, Northeastern University

PhD, Tufts University, Medford, MA. Institutional service: Director of the Program in Africana Studies, Northeastern University 2018–21; Undergraduate Program Director in the Department of English 2016–18. Previous appointments: University of Utah, 2004–08. CSSH Outstanding Teaching Award, Northeastern University, April 2017; Distinguished Faculty Research Award, John D. O’Bryant African American Institute, Northeastern University, April 2015; Digital Humanities Award from the Digital Library of the Caribbean for development of the Early Caribbean Digital Archive, June 2013; Mass-Humanities Grant with Everyday Boston and ENGAGE Boston (2018). Cochair & cofounder, Women of Color in the Academy Annual conference for Boston-area academic women of color (2016+); Council Member, Omohundro Institute of Early American History & Culture (2019–21); Editorial Board, *The Women’s Writing Project* <http://www.wwp.northeastern.edu> (2019+); Editorial Board, *The Orlando Project*. <http://www.artsrn.ualberta.ca/orlando/> (2016+). MLA activities: forum exec. comm., CLCS Caribbean, 2019–Jan. 2024; Committee on Scholarly Editions, 2021–24.

Publications include *Creole Testimonies: Slave Narratives of The British West Indies, 1709–1838*. New York: Palgrave-Macmillan, 2012; co-editor, *A Literary History of the Early Anglophone Caribbean: Islands in the Stream*. Palgrave/Springer, April (2018); co-editor, *Journeys of the Slave Narrative in the Early Americas* (2014); contrib., *Caribbean Literature in Transition, 1800-1920* (2021); *African American Literature in Transition, 1830–1850* (2020); *Cambridge History of African American Literature* (2021); *Teaching with Digital Humanities Methods for Nineteenth-Century American Literature* (2018); *Oxford History of Popular Print Culture, Vol. 5, U.S. Popular Print to 1860* (2018); *The Oxford Handbook of African American Slave Narratives* (2013); *Approaches to Teaching Anglophone Caribbean Literature* (2012); *Assimilation and Subversion in Earlier American Literatures* (2006); work in the following journals: *American Literary History*, *Signs*, *Atlantic Studies*, *Women’s Writing*, *African American Review*, *Early American Literature*, *Anthurium: A Caribbean Studies Journal*, *Small Axe*, *Journal of American History*, *Slavery & Abolition*, *Legacy*, *Eighteenth-Century Fiction*.

Statement:

No statement provided.

201. Jennifer M. Wilks. Associate Professor English, University of Texas, Austin

PhD, Cornell University. Institutional service: Director, John L. Warfield Center for African and African American Studies, University of Texas, Austin (UT Austin), 2020–present; associate director, Warfield Center, UT Austin, 2018–20; member, Faculty Welfare Committee, UT Austin, 2019–present; chair, "Black Studies @ 50: 1968/1969," UT Austin, 2019; member, Faculty Council, UT Austin, 2016–17; member, Faculty Advisory Committee, UT Press, 2017; member, Graduate Program Committee, Department of English, UT Austin, 2019–present, 2007–09; member, executive committee, Department of English, UT Austin, 2016–17, 2014, 2004–05; member, executive committee, Department of African and African Diaspora Studies, UT Austin, 2012. Provost’s Authors Fellowship, UT Austin, 2020–21; College Research Fellowship, UT Austin, spring 2018; Humanities Research Award, UT Austin, 2016–19; fellow, Public Voice Thought Leadership Program, The Op-Ed Project, 2014–15; Faculty Research Assignment, UT Austin, 2011; faculty fellow, Humanities Institute, UT Austin, 2009; Mellon Fellowship in Humanistic Studies, Institute for Citizens and Scholars (formerly Woodrow Wilson National Fellowship Foundation), 1996–97. Visiting appointments: Université Sorbonne Nouvelle-Paris 3, spring 2013; Université de Paris X-Nanterre, spring 2006. Finalist, Regents' Outstanding Teaching Award, University of Texas System, 2020; Harry Ransom Award for Teaching Excellence, UT Austin, 2017–18; “Texas 10: Great Professors,” UT Austin, 2011; Thomas Cable Upper Division Teaching Award, Department of English, UT Austin, 2010; Raymond Dickson Substantial Writing Component Teaching Award, UT Austin, 2006. Mentor, Summer Institute on Tenure and Professional Advancement, 2015–17; Southwestern Chair, Alumnae Regional Scholars Committee, Bryn Mawr College, 2008–17; planning committee, SSRC-Mellon Mays Graduate Student Summer Conference. MLA activities: Delegate Assembly, 2009–Jan. 2012; forum exec. comm., CLCS Caribbean, 2017–Jan. 2022.

Publications include *Race, Gender, and Comparative Black Modernism: Suzanne Lacascade, Marita Bonner, Suzanne Césaire, Dorothy West* (2008). Contrib., *Diasporas, Cultures of Mobilities, 'Race' 3: African Americans and the Black Diaspora* (2016); *Escape from New York: The New Negro Renaissance Beyond Harlem* (2013); *Paris, Capital of the Black Atlantic: Literature, Modernity, and Diaspora* (2013); work in the following journals: *Comparative Literature Studies, European Journal of American Studies, Small Axe, Palimpsest, Callaloo, Modern Fiction Studies, African American Review, MaComère*.

Statement:

No statement provided.

CLCS Global Jewish (1 contest)

202. Laini Kavaloski. Associate Professor English, State University of New York, Canton

PhD, University of Wisconsin, Madison. Institutional service: Faculty Senator, SUNY system, 2020–23; College Council, SUNY Canton, 2020–23; Diversity Council, SUNY Canton, 2018–21; Faculty Senate Ethics Committee, SUNY system, 2018–19; Principal Investigator for IITG (Innovative Instruction Technology Grant), 2017–19; co-director of Contemporary Literature Colloquium, UW-Madison, 2014–15; Vilas Research Grants Committee, UW-Madison, 2011–12; Chair of the Jewish Caucus, National Women's Studies Association, 2011–14. Institute for Research in the Humanities Fellowship, University of Wisconsin-Madison, 2019; SUNY Innovation and Technology Grant, 2017–18; Chancellor's Dissertation Fellowship Award, UW-Madison, 2015. Innovation in Teaching Award, UW-Madison, 2015; HASTAC Scholar: Humanities, Arts, Science and Technology Alliance and Collaboratory, Duke University, 2013; Dartmouth Futures of American Studies Award, 2013; Natelson Award in Jewish Studies, UW-Madison, 2012–13; Lipton Essay Award in Jewish Studies, UW-Madison, 2012; Lafer Scholarship Research Prize, Hebrew University, Jerusalem, Israel. MLA activities: forum exec. comm., CLCS Global Jewish, 2020–Jan. 2025.

Publications include contrib., *MLA Approaches to Teaching Jewish-American Literature* (2020), *Teacher Pioneers: Visions from the Edge of the Map* (2016). *The Good Life and the Greater Good in a Global Context* (2015); work in the following journals: *MELUS* (2019), *Critical Studies on Security* (2018), *Studies in Comics* (2015), *Comparative Drama* (2014).

Statement:

Anchored in feminist and critical theory, my work advocates for a Jewish studies that is situated within a wider critical literary/cultural studies. Jewish literary and cultural concerns are often inseparable from global narratives of victimization, power, and militarism, and thus I would support MLA's interest in developing critical, historical and theoretical discussions across fields. So too, my commitment to broadening knowledge production by and about marginalized communities are integral to my scholarship in Jewish studies and to my teaching and community work and would guide my interests as an MLA delegate. In my advocacy for CLCS Jewish Global, I would ensure that the MLA assembly continues to address issues of intellectual diversity, academic freedom, the future of area specific programs, and the academic job market.

203. Zoe Roth. Associate Professor, Durham University

PhD, King's College London. Institutional service: Member of the steering committee, Centre for Jewish Culture, Society, and Politics, Durham University (2015–); assistant director, Center for Visual Arts and Culture, Durham University (2016–18); director, MA in Visual Culture, Durham University (2015–). Previous appointments: Durham University, UK, 2014–present. Association of Jewish Studies/Rothschild Foundation Travel Grant, 2017; Ernst Cassal Fund Conference Organization Grant, 2017; Society for French Studies Conference Organization Grant, 2016; British Academy/Leverhulme Small Research Grant, 2015–17; Modern Humanities Research Council, Conference Fund Award, 2015; Harry Ransom Center Research Fellowship in the Humanities, University of Texas at Austin, 2015; Junior Research Fellowship, Vienna Wiesenthal Institute, 2012–13; Doctoral Fellowship, Arts and Humanities Research Council, 2009–12; School of Arts and Humanities Award, King's College London, 2012. Panel co-organizer, Theory's New Jews, British Association of Jewish Studies, July 2018. Panel co-organizer, Jewish Cosmopolitanism and the New Totalitarianism, Association of Jewish Studies, co-organized w/ Jonathan Freedman, December 2018.

Conference co-organizer, World Literature and the New Totalitarianism, School of Advanced Studies/Institute for Modern Languages Research, organized w/ Jonathan Freedman, 2017. MLA activities: forum exec. comm., CLCS Global Jewish, 2018–Jan. 2023; Delegate Assembly, 2019–Jan. 2022.

Publications include *Formal Matters: Embodied Experience in Modern Literature* (forthcoming, 2022); work in the following journals: *L'Esprit Créateur*, *Journal of Modern Literature*, *Word & Image*, *Philip Roth Studies*.

Statement:

No statement provided.

CLCS Global South (1 contest)

204. Ivana Ancic. Graduate student comparative literature, Penn State University, University Park

MA, Erasmus Mundus, University of Guelph, Canada; Universidad Iberoamericana Ciudad de Mexico, Mexico; Universite de Perpignan, France. Institutional service: Organizing Committee of Mentoring for the Future of the Humanities, Penn State University (PSU), 2021; Organizing Committee of Graduate Student Diversity Taskforce, Department of Comparative Literature, PSU, 2020–21; Graduate Student Representative at the Graduate Committee, CMLIT, PSU 2017–18; Secretary and Treasurer of Graduates in International Languages and Literatures, PSU 2015–16. National Humanities Center Graduate Student Summer Residency, 2021; Humanities Institute Summer Residence, PSU, 2021; Africana Research Center Dissertation Fellowship, PSU, 2020. Superior Teaching and Research Award, College of Liberal Arts, PSU, 2021; African Feminist Initiative Travel and Research Award (research in South Africa), PSU, 2020; Liberal Arts (RGSO) Travel and Research Award (research in South Africa), PSU, 2020; Center for Global Studies Early Career Development Award (research in Zimbabwe), PSU, 2019; RGSO Travel and Research Award (research in Zimbabwe), PSU, 2019; Samuel P. Bayard Award (graduate student excellence), Department of Comparative Literature, PSU, 2017; Graduate Scholar Award, PSU 2015; Graduate Research and Travel Award, University of Guelph, 2014; International Graduate Scholarship, University of Guelph, 2014. Session Organizer, MLA roundtable, “Indigenous Epistemologies and Poetics: Thinking Outside the Archive” roundtable, 2021. African Studies Association, Online, 2021; NWSA, Online, 2021; African Literature Association, Online, 2021; MLA, Online, 2021; ACLA, Washington DC, 2019; International Conference on Global Human Rights, South Dakota State University, 2018; Visualizing Theory, CUNY, 2018; ACLA, Los Angeles, 2018; British Commonwealth and Postcolonial Studies Conference, Savannah, 2018; American Literature Association, Boston, 2017; Reading Coetzee's Women, Monash University, 2016.

Publications include work in the following journals: *Modern Fiction Studies*, *Word & Image*, *Global South Studies: A Collective Publication with The Global South*.

Statement:

As a junior researcher in Global South studies, I am mainly interested in creating space for interdisciplinary conversations between post- and de-colonial, critical race, feminist, and indigenous studies. The roundtable I organized at the 2021 MLA conference served precisely this aim, by bringing together graduate researchers and scholars from a range of these interconnecting fields. This experience taught me the value of interaction between tenure and nontenure faculty and graduate students. As an Assembly Delegate, I would therefore vie for more balance in MLA conference participation, and advocate mentorship programs for junior Global South researchers. My second aim is to push for initiatives that support scholars of color, those adversely affected by the global pandemic and the contraction of the job market, and those working within institutions of the South. I am interested both in projects that seek to counter financial and employment precarity, and those that aim to diversify academic disciplines, and ensure epistemic justice and equity. In helping organize a “PhD applications bootcamp” called Mentoring for the Future of the Humanities, designed for Black, Indigenous, and first-generation students and students of color interested in pursuing graduate literary studies, I learned about the value of investing resources in this kind of programming. I would therefore push for them to be implemented on a larger scale.

205. Kelly Fulkerson Dikuua. Visiting Assistant Professor women’s studies, Denison University

PhD, Ohio State University. Previous appointments: Denison University, 2017–21; Namibian University of Science and Technology, 2011–15. ACLS Emerging Voices (Finalist) Grant, 2020; Presidential Fellowship, Ohio State University, 2019; Critical Differences for Women Grant, Coca Cola Foundation, 2018; Elaine Gary Travel Grant, Ohio State University, 2017; University Fellowships, Ohio State University, 2015; Summer Travel Grant, Harvard University, 2007. Visiting appointments: Ohio State University, 2020–21. Advisory Board, University of Tennessee Chattanooga Honors College, 2021; Global Health Committee, Denison University, 2020–21; Laura C. Harris Committee, Denison University, 2018–21; Conference Committee Member, African Literature Association, 2019.

Publications include “Refashioning Political Cartoons: Comics of Jackie Ormes 1937–1956.” *Are You Entertained Yet? New Essays in 21st Century Black Popular Culture*. Duke University Press, 2020. (Invited Submission); “Creating a National Allegory: Namibian Auto/Biographical Writing 1990–2013” (2018). *Writing Namibia in Transition*, eds. S. Krishnamurthy and H. Vale. Windhoek, Namibia: University of Namibia Press. ‘The Journey to Health Parity: From Enslavement to Anti-Racism.’ *Journal of the National Medical Association*. 2021. (Under Review); “this hurts/this hurts me:” Reproductive Coercion and Choice in Ntozake Shange’s *For Colored Girls* and Toni Morrison’s *Home*. *MELUS, Special Edition: Black Women, Violence and COVID-19*. (2021) [Abstract Accepted-Under Review]; “Fighting the Lion: Hegemonic Masculinities in Dr. Sam Nujoma’s Autobiography.” *Research in African Literatures*. Indiana University Press, Forthcoming: Spring 2020. “Between Womanhood and Citizenship: Female Suicide Bombers.” (2008). *Cult/ure*. Harvard University Graduate Student Journal. Cambridge, MA: Harvard University.

Statement:

My teaching expertise lies in the fields of Black Studies, Women’s Gender and Sexuality Studies and English Literature. Given the nature of these fields, interdisciplinary humanities inquiry remains a central focus of my teaching, whether I am conducting a Writing 101 course to first-year students or an upper level course on Race, Gender and the Medical Humanities. In particular, I am eager to work with interdisciplinary teams to consider the way the medical humanities can illuminate spaces of human need in the midst of elevated awareness of health inequity. While teaching in Namibia, I researched Black women’s autobiographies about the liberation struggle. In particular, I explored how Libertina Amathila, the first Black female physician in Namibia, responds to racialized medical inequity in her autobiography by breaking down multiple barriers of the apartheid system, including inequitable housing, restricted education, xenophobia, disparate maternal health and inadequate medical facilities. Her autobiography, which details accounts of patient experiences, provides a model for moving into how these social wounds affect physical health in material ways. Her work also offers a framework for the United States to think about how a state built on segregated medical practices can implement an anti-racist medical system. This form of humanities inquiry provides a means not only for learning about suffering and building empathy, but also for illuminating how problematic systems can be dismantled. I am eager, as an MLA delegate, to bridge these transnational opportunities for global learning.

CLCS Nordic (1 contest)

206. Benjamin Bigelow. Assistant Professor Scandinavian Studies, University of Minnesota, Twin Cities

PhD, UC Berkeley. Institutional service: Assistant Professor of Scandinavian Studies, University of Minnesota- Twin Cities (2017–present). Residential Fellow, Institute for Advanced Studies, University of Minnesota (2021). Vice President, NORTANA (Norwegian Researchers and Teachers Association of North America) . MLA activities: forum exec. comm., CLCS Nordic, 2019–Jan. 2024.

Publications include contrib. *A History of Danish Cinema* (2021), contrib. *Nordic Film Cultures and Cinemas of Elsewhere* (2019); work in the following journals: *Scandinavica: An International Journal of Scandinavian Studies*, *INKS: The Journal of the Comics Studies Society*, *Journal of Scandinavian Cinema*, *Scandinavian Studies*.

Statement:

No statement provided.

Association's Edited Book Collection Committee (2014–17). MLA activities: Div. on Children's and Young Adult Literature, 1993–97; Delegate Assembly, 2010–Jan. 2013; forum exec. comm., GS Children's and Young Adult Literature, 2014–Jan. 2019.

Publications include *The Place of Lewis Carroll in Children's Literature*. 2010. *Poet as Zimmer, Zimmer as Poet: On the Poetry of Paul Zimmer*. Ed. American Poets Profile Series. 1986. *Logic and Tea: The Letters of Charles Dodgson to Members of G. J. Rowell Family*. Ed. 1984. contrib., *Time of Beauty, Time of Fear: The Romantic Legacy in the Literature of Childhood*. (2012). *Broadview Press Critical Edition of George MacDonald's At the Back of the North Wind* (2011). *Constructing Childhood: Literature, History, and Anthropology* (2011). *The Japanification of Children's Popular Culture* (2009). *Food in Children's Literature* (2008). *George MacDonald: Literary Heritage and Heirs* (2007). *pixerina Witcherina* (2002). *Little Women and the Feminist Imagination* (1999). *Voices of the Other: Children's Literature and the Postcolonial Context* (1999). *Second Thoughts: A Focus on Rereading* (1998). *Teaching Children's Literature: A Resource Guide, with a Directory of Courses* (1995) and others; work in the following journals: *PMLA*, *Children's Literature*, *Children's Literature Association Quarterly*, *Children's Literature in Education*, *The Lion and the Unicorn*, and *Marvels & Tales*.

Statement:

I want Children's Literature and Young Adult Literature to be considered important areas of study and research in the ongoing MLA discussions of the future of literary studies. I want to foster opportunities for collaboration and co-sponsorship other Forums and Allied Organizations for sessions at future MLA conferences. I want to encourage colleges and universities to offer, advertise, and hire tenure-line positions, rather than adjunct positions. Given reduction in travel funds as well as health concerns associated with the pandemic, I want MLA to continue to offer options to members to virtually attend future MLA conferences.

GS Comics and Graphic Narratives (1 contest)

210. Katherine Kelp-Stebbins. Assistant Professor English, University of Oregon

PhD, University of California, Santa Barbara. Institutional service: Chair of English Department Basic Skills Committee, Palomar College (PC), 2017–18; Co-Chair of Distinguished Faculty Award Committee, PC, 2017–18; Co-Founder and Co-Director, University of Oregon Science/Comics Initiative, University of Oregon (UO), 2019–present; Jordan Schnitzer Museum of Art Faculty Engagement Working Group, UO, 2020–present; Associate Director, Comics and Cartoon Studies Program, UO, 2019–present. Dissertation Fellowship, UC Santa Barbara Graduate Division, 2013; New Junior Faculty Research Award, University of Oregon, 2018; Oregon Humanities Center Book Subvention, 2020; College of Arts and Sciences Summer Stipend for Humanities Faculty Award, University of Oregon 2020. Excellence in Teaching Award, UC Santa Barbara Graduate Students' Association, 2012; Outstanding Teaching Assistant Award, UC Santa Barbara Academic Senate, 2013; Distinguished Faculty of the Year Award, Palomar College, 2017–18. Colloquium Organizer, "Speculative Futures: Contagion/Control," UCSB, April 2012; Panel Organizer, "Media and the Cultures of Sports," ACLA, Harvard University, March 2016; Editorial Advisory Board Member, *Crossing Lines: Transcultural/Transnational Comics Studies Series*, Wilfrid Laurier University Press (WLUP), 2018–present; Member, Comics Studies Society Article Awards Committee, 2020–present. Manuscript reviewer for Routledge; *Inks: The Journal of the Comics Studies Society*, Ohio State UP, 201–present; *The Polish Journal of Aesthetics*, Jagiellonian University, 2019–present; *The Review of Communication*, Routledge, 2019–present; *Studies in Comics* 2021–present; Bloomsbury Academic 2021–present. MLA activities: Delegate Assembly, 2019–Jan. 2022.

Publications include contrib., *Horrors of War: The Undead, and the Battlefield* (2015), *The Laughing Dead: The Horror-Comedy Film from Bride of Frankenstein to Zombieland* (2016), *Comics Studies: Here and Now* (2018), *The Oxford University Press Handbook of Comics Studies* (2020), *The Comics of Alison Bechdel* (2020); work in the following journals: *Studies in Comics*, *Media Fields Journal*, *Feminist Media Histories*, *Sport in Society*.

Statement:

I am grateful for the nomination to the Delegate Assembly as a delegate for the forum GS Comics and Graphic Narratives. I believe that the emergence of the field of comics studies both engenders and foregrounds a plethora of new critical and practical approaches to scholarship in the humanities. I plan to participate in the Delegate Assembly by honoring our field's commitment to diversity, inclusion, and collaborative practice. Comics Studies is an interdisciplinary field that draws together scholarship from literary and artistic disciplines, that engages issues of political economy, translation, sexuality, race, gender, disability, and representation. Among my discipline-specific goals as a delegate is to continue my predecessors' efforts to build the field by supporting projects—such as teaching volumes and pedagogy panels—devoted to further incorporating comics into college curricula in ways that complement and complicate canons. More generally, I want to insist upon the MLA's role as a body that supports higher learning as a matter of social justice. Our role as standard bearers for the humanities requires us to advocate for openness and inclusivity throughout the academy, for projects and policies that reflect ethnic, gender, and sexual diversity, for activist approaches that challenge political hierarchies, and refute traditions of patriarchal white supremacy and settler colonialism. In this capacity, I will advocate for the rights and opportunities of graduate students, and for the affordability of higher education. Finally, and most importantly, I would reach out, as a delegate, to be responsive to your scholarly and political concerns.

211. William Orchard. Associate Professor English, Queens College, City College of New York

MLA activities: Committee on the Status of Graduate Students in the Humanities, 2004–07.

Statement:

No statement provided.

GS Life Writing (1 contest)

212. Christopher Hogarth. Senior Lecturer comparative literature and French, University of South Australia

PhD Northwestern University, BA University of Bath. Previous appointments: University of South Australia, 2012–present; Wagner College, 2006–11; Northwestern University, 2000–2005. Australian Research Council DIScovery Project Grant, 2019–22. Visiting appointments: Cardiff University, School of Modern Languages and Translation, 2020. Faculty Award for Excellence in Research, Wanger College, 2010. Executive Committee Member, Women in French Australia, 2020–present; Treasurer, Australian Society for French Studies, 2019–present; Vice-President, Australian Society for French Studies, 2017–19; Director of Comparative Literature, NorthEast Modern Languages Association, 2010–12.

Publications include coed., *Gender and Displacement: Home in Contemporary Francophone Women's Autobiography* (2008), *This 'self' which is Not One: Women's Life Writing in French* (2010), *The Contemporary Francophone African Intellectual* (2013); guest ed. *Women in French* (2010), *Contemporary French and Francophone Studies* (2019), *Australian Journal of French Studies* (2018), *French Cultural Studies* (2018), *L'Esprit Créateur* (2019). contrib., *Africa in Europe: Studies in Transnational Practice in the Long Twentieth Century* (2013), *Women Taking Risks in Contemporary Autobiographical Narratives* (2013), *Framing French Culture* (2015), *Exiles, Travellers and Vagabonds: Rethinking Mobility in Francophone Women's Writing* (2016), *Post-Migratory Cultures in Postcolonial France* (2018), *Rethinking the French Classroom: New Approaches to Teaching Contemporary French and Francophone Women* (2018), *Intersections in Language Planning and Policy: Establishing Connections in Languages and Cultures* (2020), *Pour Le Sport: Physical Culture in French and Francophone Literature* (2021); work in the following journals: *Contemporary French and Francophone Studies*, *Africultures*, *Council on Undergraduate Research Quarterly*, *Women in French*, *Studies in 20th and 21st Century Literature*, *Perspectives: Studies in Translation Theory and Practice*, *a/b*; *Auto/Biography Studies*, *PORTAL Journal of Multidisciplinary International Studies*, *Australian Journal of French Studies*, *French Cultural Studies*, *Italian*, *L'Esprit Créateur*, *Essays in French Literature and Culture*, *Journal of the Association for the Study of Australian Literature*, *French-Australian Review*, *Australian Literary Studies*.

Statement:

For over twenty years (since I joined the MLA), I have worked on the intersections of genres, nations, and languages in literary studies. I am committed to the study, especially, of life writing, an interest which began with my work in cognate fields such as autobiography and biography. In my role as Director of Comparative Literature for the NorthEast Modern Languages Association in 2010, I was able to bring together my interests in literatures in several languages and encourage colleagues to organize panels investigating approaches to literature from several theoretical viewpoints. My interest in gender and literature is reflected in my long-standing involvement in the Women in French community, which I have helped develop in Australia over the past year. As a prospective member of the Delegate Assembly of the MLA, I am interested in bringing to the forefront discussions about gender and genre, but also the manifold manifestations of and approaches to genre across different languages. While the Anglophone academy has seen a welcome proliferation in diverse genres, one might find that approaches to genre can be far more generic in languages other than English. I would encourage dialogue across these areas, while maintaining a strong focus on the value of teaching the diversity of genres in the literature classroom.

213. Eleanor R. Ty. Professor English, Wilfrid Laurier University

PhD, McMaster University; MA, McMaster University; BA, University of Toronto. Institutional service: Graduate Program Coordinator, Department of English and Film Studies, Laurier University 2019–21; Chair, Department of English and Film Studies, Laurier, 2004–09; Graduate Program Coordinator, English and Film Studies, Laurier, 2000–03; Women’s Studies Program Coordinator, Laurier, 2000–03. Previous appointments: Brock University, 1990–91. Fulbright Visiting Research Chair, Department of Asian American Studies, University of California, Santa Barbara, 2019; Social Sciences and Humanities Research Council of Canada Research Grants, 2019; 2010; 2004; 2000; 1994; Social Sciences and Humanities Research Council of Canada Conference Grants, 2011; 2005; Aid to Scholarly Publications Grant, 2008; 2004; 1998; 1993. Visiting appointments: Gastprofessorin, Zentrum für Kanada-Studien, Universität Trier, Germany, 2018; Visiting Professor, Canadian Studies Program, Philipps-Universität Marburg, Germany, 2011; Visiting Professor, North American Studies Program, University of Saarland, Saarbrücken, Germany, 2010. Fellow of the Royal Society of Canada; Asian/Pacific American Librarians Association Award for Literature in Adult Non-Fiction Category (for *Asianfail: Narratives of Disenchantment and the Model Minority*) 2017; Program Committee Co-Chair, Association for Asian American Studies, Portland Conference 2017; Academic Co-Convenor for Congress of the Humanities and Social Sciences, 2012; President, Canadian Association of Chairs of English, 2008–09; Vice-President, Canadian Association of Chairs of English, 2007–08; Secretary-Treasurer for Canadian Society for Eighteenth-Century Studies, 1996–98. MLA activities: Div. on Asian American, 2001–05.

Publications include *Asianfail: Narratives of Disenchantment and the Model Minority* (2017); *Unfastened: Globality and Asian North American Narratives* (2010); *The Politics of the Visible in Asian North American Narratives* (2004); *Empowering the Feminine: The Narratives of Mary Robinson, Jane West, and Amelia Opie, 1796–1812* (1998); *Unsex'd Revolutionaries: Five Women Novelists of the 1790s*. (1993). Co-editor, *Migration, Exile and Diaspora in Graphic Life Narratives*. Special Issue of *a/b: Auto/Biography Studies* (2020); Co-editor, *Canadian Literature and Cultural Memory* (2014); Co-editor, *The Memory Effect: The Remediation of Memory in Literature and Film* (2013); Co-editor, *Asian Canadian Writing Beyond Autoethnography* (2008); Co-editor, *Asian North American Identities Beyond the Hyphen* (2004); Editor, *Memoirs of Emma Courtney* by Mary Hays (1996); Editor, *The Victim of Prejudice* by Mary Hays (1994). contrib., *Empowering Contemporary Fiction in English* (2021), *I Confess!* (2019), *New Essays on Canadian Theatre* (2019), *Comics Memory: Archives and Styles* (2018), *Oxford Encyclopedia of Asian American Literature and Culture* (2018), *Didactic Novels and British Women's Writing, 1790–1820* (2017), *The Oxford Handbook of Canadian Literature* (2016), *Cambridge History of Asian American Literature* (2015), *The Routledge Companion to Asian American and Pacific Islander Literature* (2014), *Filipinos in Canada: Disturbing Invisibility* (2012), *Asian Canadian Theatre* (2011), and others; work in the following journals: *a/b: Auto/Biography Studies*, *Canadian Review of Comparative Literature*, *Asian Diasporic Visual Cultures and the Americas*, *Verge: Studies in Global Asias*, *MELUS*, *College Literature*, *English Studies in Canada*, *LIT: Literature, Interpretation, Theory*, *The International Fiction Review*, *Essays in Theatre*.

Statement:

Among other things, what this pandemic taught us this past year is that lives matter, not just lives of Great Men, kings and queens, politicians and celebrities, but the lives of everyday people; those who work as caregivers, as providers of necessities; friends and family who have sustained us. Telling the stories of these lives in all their richness and foolishness is part of the challenge of Life Writing. I will work to promote Life Writing as a field of study through MLA, to endeavour to include diverse concerns and voices (women, racialized minorities, Indigenous peoples, LGBTQ) in decision making and policies. My research and teaching in recent years on Asian American literature has shown how important it is to understand the history and narratives of all of us at the table, in order not to repeat our mistakes of the past. I have a great deal of administrative experience and would also be bringing a Canadian perspective to the Delegate Assembly.

GS Poetry and Poetics (1 contest)

214. Sophie Seita. Assistant Professor English, Boston University

MPhil Cambridge, PhD Queen Mary University of London. Institutional service: Member of Curriculum Review Committee, 2020–22. Previous appointments: University of Cambridge, 2016–19. SELECTION: Eccles Centre Fellowship, British Library, 2020–23; British Council, Canada Council for the Arts, Farnham Maltings, Canada High Commission in the UK, 2021; Dover Art Prize at Darlington 2021; a-n Bursary, 2020; Teaching Enhancement Grant, BU, 2020–21; SAP Visiting Fellowship, Jawaharlal Nehru University, Delhi, 2020; Arts and Humanities Impact Fund Award, University of Cambridge, 2019; Public Engagement Starter Fund, Cambridge, 2017–18; Judith E. Wilson Grants (multiple), 2016–19; Cambridge Humanities Research Grant for public engagement, 2017; Princeton University Library Research Fellowship, 2015; Charles D. Abbott Library Fellowship, SUNY Buffalo, 2013; Beinecke Rare Book & Manuscript Library Fellowship, 2014; Smuts Grant for the conference Race, Poetry & Poetics in the UK, 2018; Lambeth City Council Grant, 2018; Studienstiftung des deutschen Volkes (multiple fellowships), 2008–12; DAAD, 2009–10, Arts Initiative/Gatsby Charitable Foundation, Columbia University. Visiting appointments: Columbia University, 2013–14; New York University, 2014–16. Vice-Chancellor’s Public Engagement Award (Winner), University of Cambridge, 2018. Residency at the T.S. Eliot House, Gloucester, MA, 2022; Residency, Raven Row, London, 2018–19; *Asymptote* Translation Prize (second prize), 2016; Artist Residency, SoundEye Poetry Festival and The Guesthouse, Cork, Ireland (July 2016); PEN American Center. PEN/Heim Translation Award, 2015; Wonder Book Prize, New York, for translating *i mean i dislike that fate that i was made to where*, by Uljana Wolf, 2014; Wertheim Scholar, 2013; University of Cambridge, ‘The John Kinsella and Tracy Ryan Poetry Prize 2012’. Boston University, English Department, Curriculum Review Committee, Faculty Chair Search Committee, Latinx Literature & Culture Job Search Committee, 2020–present; Co-organiser (with Alexander Rehding) of Sound/Text, an interdisciplinary research seminar at the Mahindra Humanities Center, Harvard University, Fall 2019–; Organiser of a roundtable on black feminist and queer pedagogy, with Margaret Rhee, Thom Donovan, Sawako Nakayasu, Jennifer Scappettone, postponed; External Evaluator for Post-doctoral Research Fellowship competition, Churchill College, University of Cambridge, spring 2019. Co-convenor of the ‘Re’ Interdisciplinary Network, CRASSH, University of Cambridge, 2018–19. Co-organiser of Rapapuk (Race & Poetry & Poetics in the UK) conference, Cambridge, 2018; Research specialist, The Blue Mountain Project, Princeton University, 2014–15; Organisation of conference panels, MSA 2014, 2015, 2017, and BAMS, 2014. Editor of various poetry/performance magazines, 2011–present.

Publications include *Provisional Avant-Gardes: Little Magazine Communities from Dada to Digital* (Stanford University Press, 2019). *My Little Enlightenment Plays* (Pamenar Press, 2020), performance texts. *Fantasias in Counting* (Buffalo: BlazeVOX Books, 2014), poetry and performance texts. *The Gracious Ones* (Earthbound Press, 2020), performance text. *My Little Enlightenment: A Lecture Performance* (Other Forms, 2019). *Les Bijoux Indiscrets, or, Paper Tigers* (Gauss PDF, 2017), performance text. *Meat* (Houston, TX: Little Red Leaves, 2015), poems. *12 Steps* (Cambridge: Wide Range Chapbooks, 2012), poems. *Etymological Gossip: Essays and Lectures*, by Uljana Wolf, full-length translation (Nightboat Books, 2023). [forthcoming] *Subsisters: Selected Poems; full-length translation of Uljana Wolf* (New York: Belladonna*, 2017). *i mean i dislike that fate that i was made to where*, English translation of Uljana Wolf (Wonder, 2015). *Transpositions, artist book*. Edition of 7. Funded by the Wellcome Trust. ed. and author, of facsimile reprint

of *The Blind Man* (Ugly Duckling Presse, 2017). The boxed set includes *The Blind Man* (2 issues), rongwrong, a letterpress foldout of *The Ridgefield Gazook*, and an offset printed poster for *The Blind Man's Ball*, a booklet of translations from the French, and an introductory essay. Named One of the Best Art Books of 2017 in *The New York Times*. Contrib. *ON FIGURE/S* (MA BIBLIOTHÈQUE, 2021), *Urgency Reader 2: Mutual Aid Publishing during Crisis*, publ. by Queer.Archive.Work (Apr 2020); *Were X a Tree: Glosses on Larkin*, ed. by Amy Cutler (Dec 2018), *Uljana Wolf: Poetry, Translation, Contestation*, ed. by Áine McMurty (Palgrave, 2022), forthcoming; *Humanities, Provocateur: Toward a Contemporary Political Aesthetics*, ed. by Brinda Bose (Bloomsbury, 2021); *Reading Experimental Writing*, ed. by Georgina Colby (Edinburgh University Press, 2019); *Raphael Sbrzesny's Service Continu 7/7* (artist book) (Spector Books, 2017); *QueenzenGLISH.Mp3: Poetry | Philosophy | Performativity*, ed. by Kyoo Lee (Roof Books, 2020); *Rise Up & Repeal: A Poetic Archive of the 8th Amendment* (Sad Press, 2019); *Best American Experimental Writing* (Wesleyan University Press, 2018); *Pelt Vol. 4: Feminist Temporalities* (NYU 2018), *Currently & Emotion*, ed. by Sophie Collins (Test Centre, 2016), one of *Times Literary Supplement's* 2016 Books of the Year; . *TDR/The Drama Review*, 2021 (forthcoming), *Post45* (forthcoming), *New Narrative Now, Textual Practice* (2021, forthcoming), *Manifold: Experimental Criticism 1* (Winter 2020), *Bricks from the Kiln*, 4 (Dec 2020), *Capilano Review*, 3.42 (2020), *Rupert Journal* (2021), *jml: Journal of Modern Literature*, 42.1 (Fall 2018), *Chicago Review*, 60.4 (Fall 2017), *Critical Quarterly*, 59.2 (Summer 2017), *Hotel* (April 2017), *Chicago Review*, 59.1 (2015), *Lemonhound* (March 2015), *Cordite Review*, 44 (Summer 2013), *CLMP [Community of Literary Magazines and Presses]: Front Porch Commons* (September 2015); *Jacket2* (2015 and 2021); *American Literary History* (June 2021); work in the following journals: *Bomb*, *TLS*, *Modernism/modernity*, *Studies in Theatre and Performance*, *Asymptote*, *The White Review*, *Cambridge Literary Review*, *PEN America*, *Gulf Coast*, *STILL*, *Lana Turner*, *The Recluse* (Poetry Project), *Revista Diagrama* (Universidad Finis Terrae, Santiago, Chile, 2019).

Statement:

No statement provided.

215. Courtney Weiss Smith. Associate Professor English, Wesleyan University

PhD, Washington University in St. Louis. Institutional service: Faculty Director for Continuing Studies Curriculum, Wesleyan University, 2021–22. Dulin Fellowship, Folger Institute at the Folger Shakespeare Library, 2014; Olin Fellowship for Women, Washington University in St. Louis, 2004–10. Walker Cowen Memorial Prize for an outstanding work of scholarship in eighteenth-century studies, University of Virginia Press, 2015. Innovative Course Design Competition, American Society for Eighteenth-Century Studies, 2014. Associate editor, *History & Theory* (2020–); Faculty Advisory Committee member, Wesleyan Center for Prison Education (2020–); Conference co-organizer, *Historical Poetics Now* (2019) and *Historical Poetics in the Eighteenth and Nineteenth Centuries* (2017). MLA activities: forum exec. comm., LLC Late-18th-Century English, 2019–Jan. 2024.

Publications include *Empiricist Devotions: Science, Religion, and Poetry in Early Eighteenth-Century England* (2016). coed., *Eighteenth-Century Poetry and the Rise of the Novel Reconsidered* (2014); work in the following journals: *Paideuma: Modern and Contemporary Poetry and Poetics* (forthcoming), *English Literary History*, *Modern Philology*, *The Eighteenth Century: Theory and Interpretation*, *Studies in English Literature, 1500–1900*.

Statement:

I believe deeply in the importance of poetry, literary history, and the humanities generally. I believe these should be available to all students—those at my liberal arts university as well as those in our prison program, say. And I believe that the most important fight for the humanities right now is institutional—against the trend towards adjunctification, a fight in solidarity with graduate students and contingent faculty for more funding and for more stable, protected tenure-track jobs. I'd be honored to serve the MLA in that fight.

GS Prose Fiction (1 contest)

216. Pardis Dabashi. Assistant Professor English, University of Nevada, Reno

PhD, Boston University. W. M. Keck Foundation Fellowship at the Huntington Library, 2020; Boston University Center for the Humanities Dissertation Fellowship, 2019; Ford Foundation Dissertation Fellowship Competition, Honorable Mention, 2018–19; American Association of University Women Dissertation Fellowship Competition, Alternate, 2018–19; Modernist Studies Association Travel Grant, 2018 and 2017; Graduate Fellowship for the Teaching of Writing, Boston University, 2017–18. Graduate Certificate in the Teaching of Writing, Boston University, spring 2018; John W. Hunt Memorial Scholarship, William Faulkner Society, 2017. Conference co-organizer, The Modernist Studies Association Conference, 2024; peer-review panelist, National Endowment of the Humanities (NEH) (Summer 2021); Topic Editor, *Literature* (2020–).

Publications include coed., *The New William Faulkner Studies* (forthcoming 2021). contrib., *The Routledge Companion to Jacques Lecoq* (2016); work in the following journals: *PMLA*, *Modernism/modernity*, *MFS: Modern Fiction Studies*, *Textual Practice*, *Arizona Quarterly*, *Public Books*, *The Chronicle of Higher Education*, *Politics/Letters*, *Modernism/modernity Print* +.

Statement:

I would be honored to represent the Prose Fiction Forum in the MLA Delegate Assembly. My aim would be to advocate for the study of narrative form(s) with an eye toward addressing the inequities generated by the academic labor crisis and the racial, gender, and class imbalances of the university. I believe I am especially well-suited to perform this service due to the two tracks my scholarship has historically taken. My strong publication record in the study of narrative—plot is my main object of inquiry, both in the novel and in film—is backed by a strong record, too, in the study of the academic humanities as an institution in crisis. My contributions to *PMLA* and *The Chronicle of Higher Education* especially have focused on the need to take seriously the material realities of the most vulnerable members of our academic community—including graduate students, contingent faculty, and people of color—in our administrative and scholarly practices. I would bring that commitment to my work for the MLA, collaborating with my colleagues in the Assembly to further generate material structures of support for such vulnerable members, as literary studies continues to navigate the ongoing effects of the pandemic as well as the casualization of labor. I am an assistant professor of English and an Iranian American woman; I am acutely aware of the ways that institutions of higher education can and often do fail those it purports to support. My commitment to helping the MLA generate equitable policies is thus especially profound.

217. Benjamin Mangrum. Assistant Professor English, University of the South

PhD, University of North Carolina at Chapel Hill. Institutional service: Land Acknowledgement Administrative Committee, University of the South, Spring 2021–present; Environmental Justice Working Group, University of the South, Fall 2020–present. Previous appointments: Visiting Assistant Professor, Departments of English and Environmental Studies, Davidson College, Fall 2015–Spring 2017; Postdoctoral Fellow, Michigan Society of Fellows, and Assistant Professor (non-tenure-track), Department of English Language & Literature University of Michigan, Fall 2017–Spring 2020. Michigan Society of Fellows, University of Michigan, September 2017–June 2020; Distinguished Teaching Fellowship, Department of English and Comparative Literature, University of North Carolina, Chapel Hill, Fall 2014–Spring 2015. Louis I. Bredvold Prize for Scholarly Publication, Awarded to “Land of Tomorrow: Postwar Fiction and the Crisis of American Liberalism,” Department of English, University of Michigan, 2019; Gill Holland Award, Given for Excellence in Service and Teaching, Department of English, Davidson College, 2016–17; Linda Wagner-Martin Prize, Best Post-1900 Dissertation in American Literature, University of North Carolina at Chapel Hill, 2014–15; Graduate Essay Prize for Comparative Literature, “Nietzsche, Tragedy, and the Novel: Or, the Case of Faulkner,” University of North Carolina at Chapel Hill, 2013. Executive Committee, MLA Forum on CLCS 20th and 21st-Century, 2020–25; Faculty Sponsor, American Studies Consortium, Rackham Interdisciplinary Workshop, University of Michigan, Fall 2018–Summer 2020; Mentor, Environment and Culture Caucus, American Studies Association, 2017. MLA activities: forum exec. comm., CLCS 20th- and 21st-Century, 2020–Jan. 2025.

Publications include *Land of Tomorrow: Postwar Fiction and the Crisis of American Liberalism* (Oxford University Press, 2019). “Contemporary Literature and Big Data.” Forthcoming in *Encyclopedia of Contemporary American Fiction* (Wiley Blackwell); “The City and the Landfill: Teaching Waste, Toxicity, and Southern Environmental History in *Suttree*.” Forthcoming in *Teaching the Works of Cormac McCarthy* (MLA Volume); work in the following journals: *Diacritics*, *ELH* (Fall 2021), *American Literary History*, *Modern Fiction Studies*, *Twentieth-Century Literature*, *Genre: Forms of Discourse and Culture*, *PMLA*, *New Literary History*, *Contemporary Literature*, *Nineteenth-Century Prose*, *Arizona Quarterly*, *American Literature*, *Literature & Theology*, *Philosophy & Literature*, *Religion & Literature*, *Journal of Commonwealth and Postcolonial Studies*, *Journal of the American Studies Association of Texas*.

Statement:

It would be an honor to serve as the Delegate for the GS Prose Fiction forum. I have published scholarship on prose writers from the twentieth and twenty-first centuries, mostly but not exclusively in the United States. My research poses interdisciplinary conversations between this period in literary history and the environmental humanities, digital studies, and political theory. I have experience working on university committees and national professional organizations. This experience includes a university budget priorities committee, DEI initiatives related to curricular reform, and the executive committee of an MLA forum. I would apply this experience as well as my time as a contingent faculty member to the tasks of recommending actions to the Executive Council and setting priorities for the MLA as an organization. My priorities include support for contingent faculty, ensuring fair wages for the non-executive staff of the organization, and the environmental sustainability of the annual conference.

GS Speculative Fiction (1 contest)

218. Sandra Marie Grayson. Professor English, University of Wisconsin, Milwaukee

PhD, University of California, Riverside. MLA activities: Committee on the Literatures of People of Color in the United States and Canada, 2018–2021; forum exec. comm., GS Speculative Fiction, 2018–Jan. 2023; Delegate Assembly, 2019–Jan. 2022.

Publications include *Visions of the Third Millennium: Black Science Fiction Novelists Write the Future* (2003); *Symbolizing the Past: Reading Sankofa, Daughters of the Dust, and Eve’s Bayou as Histories* (2000). ed., *A Literary Revolution: In the Spirit of the Harlem Renaissance* (2008); coed., *Sparks of Resistance, Flames of Change: Black Communities and Activism* (2005); work in the following journals: *The International Journal of Humanities Education*, *The International Journal of Civic, Political, and Community Studies*, *Research in African Literatures*, *College Language Association Journal*, *American National Biography*.

Statement:

It is an honor to be nominated to serve in the MLA Delegate Assembly. Issues of diversity and interdisciplinarity are central to my scholarship, teaching, and service. In addition to continuing to support the mission of MLA, I would look forward to working collaboratively with members of the Delegate Assembly to help address pressing concerns in higher education.

219. Cathryn Merla-Watson. Associate Professor Mexican Amer Studies, University of Texas, Río Grande Valley

BA, UT-Austin; MA, UT-San Antonio; PhD, UMN-Twin Cities. Institutional service: Co-Director of Gender & Women’s Studies, UT-Río Grand Valley, 2019–20; Director of Gender & Women’s Studies, 2020–present. Previous appointments: Texas A&M Univ., San Antonio, 2010–13. Ford Predoctoral Diversity Fellowship, 2008–10; Texas Humanities Grant, 2017; Office of Global Engagement Faculty Travel Grant (UTRGV) 2017; Distinguished Faculty Research Award (UTRGV), 2018. Teaching Excellence Award, 2012 (Texas A&M-SA); MELUS Contingent Faculty Travel Award (2014); American Book Award (The Before Columbus Foundation), 2018. Co-Chair, Society of Latinx Literature and Culture, American Literature Association, 2019–present. MLA activities: forum exec. comm., GS Speculative Fiction, 2021–Jan. 2026.

Publications include co-editor, *Crossing the World Color Line: W. E. B Du Bois's Writings on Asia*, 2004; co-editor, *Altermundos: Latin@ Speculative Literature, Film, and Popular Culture*, 2017; contrib., *El Mundo Zurdo 3* (2014); contrib., *The Un/Making of Americans: Citizenship, Cultural Politics, and The Neoliberal State* (2014); contrib., *Research Justice: Methodologies for Social Change*, 2015; contrib., *Altermundos: Latin@ Speculative Literature, Film, and Popular Culture*; Contrib, *Latina Outsiders: Remaking Latina Identity* (2018); contrib., *The Oxford Encyclopedia of Latina/o Literature* (2018); contrib., *Uneven Futures: Strategies for Community Survival from Speculative Fiction* (Forthcoming 2022); contrib., *We Are All Monsters, We Are All Saints: Haunted Migrations and LatIndigenous Ghost Story* (Forthcoming 2022); work in the following journals: *ACME*, *Aztlán*, *MELUS*, *Signs*, *Alluvium*, *Chicana and Latina Studies*.
Statement:

I hope to bring diversity in perspective as not only a Latina but also as a scholar firmly rooted in Latinx literary studies who hails from a Hispanic Serving Institution (HSI).

HEP Part-Time and Contingent Faculty Issues (1 contest)

220. Amy Lynch-Binieck. Professor English, Kutztown University

PhD, Indiana University of PA. MLA activities: Delegate Assembly, 2019–Jan. 2022.

Statement:

No statement provided.

221. Elizabeth Weixel. Instructor, Anoka-Ramsey Community College, MN

PhD, University of Minnesota, Twin Cities. Institutional service: Co-chair, Literature Subcommittee, English Division, Anoka-Ramsey Community College, 2020–present. Previous appointments: Western Kentucky University, Bowling Green, 2009–17. University of Minnesota Doctoral Dissertation Fellowship, 2007. Visiting appointments: Macalester College, 2008–09 and 2018–19. Best Dissertation Award, Arts and Humanities, University of Minnesota, 2010; Outstanding Part-Time Instructor Award, Potter College of Arts and Letters, Western Kentucky University, 2015.

Publications include work in the following journals: *Spenser Studies*.

Statement:

As higher education begins to openly confront labor inequities and as contingent faculty gain a greater voice in their workplaces, we have a significant opportunity to secure better working conditions, increased professional influence, and benefit to students as well as ourselves. Such progress requires that contingent and part-time faculty push, with collective persistence, for greater regard and inclusion.

My work to represent part-time and contingent faculty would be informed by my own work history: I began in a tenure-track position at a regional university, returned to my hometown to raise young children, then worked in part-time, contingent positions at the private college, community college, and research university levels. I have experience in both union-represented and non-union positions. The issues I have the most personal interest in addressing include contingency as an equity issue; the intersection of contingency and diversity; representation in shared governance; transparent policies in hiring and promotion; long-term employment stability; support for contingent faculty development; and strategic avenues for self-advocacy at the department, college, and institutional levels. I would consider it a privilege to help facilitate conversations and progress on these issues and those put forward by members of the HEP Part-Time and Contingent Faculty Issues forum.

LLC 20th- and 21st-Century American (1 contest)

222. Christopher Freeburg. Nicholson Professor of English, University of Illinois, Urbana

PhD, University of Chicago. Previous appointments: John A. and Grace W. Nicholson Professor of English, University of Illinois, Urbana, 2020–; Professor of English, University of Illinois, Urbana, 2018–20; Associate Professor of English, University of Illinois, Urbana, 2013–18; Assistant Professor of English,

University of Illinois, Urbana, 2006–13. Center for Advanced Study Associate, University of Illinois, 2019–20; Ford Postdoctoral Fellowship (alternate), 2009; Mellon Minority Scholar in Residence, Vassar College, 2004–05; Fellow in the Du Bois Institute for African and African American Research (non-resident), Harvard University, 2003–04. John A. and Grace W. Nicholson Professorship, 2021– ; University Scholar, University of Illinois, 2020–23; Center for Advanced Study Associate, University of Illinois, 2019–20; Conrad Humanities Scholar, University of Illinois, 2015–20; Prize for Best Faculty Research, Honorable Mention, Illinois Program for Research in the Humanities, 2017–18; Prize for Best Faculty Research, Illinois Program for Research in the Humanities, 2013–14; Hennig Cohen Prize, The Melville Society, 2012; List of Teachers Ranked as Excellent Spring 2007, Fall 2008, Spring 2010, Spring 2015, Spring 2017. Advisory Council Member, American Literature Society 2020–21; Illinois Council for Equity and Access, 2015–17; Search Committee, Counseling Center, INNER Voices Program Coordinator (Dec-January 2016); Advisory Committee for Trowbridge Initiative in American Cultures, 2016– .

Publications include *Counterlife: Slavery after Resistance and Social Death* (2021), *Black Aesthetics and the Interior Life* (2017), *Melville and the Idea of Blackness* (2012).

Statement:

No statement provided.

223. Paula M. L. Moya. Professor English, Stanford University

MLA activities: forum exec. comm., LLC 20th- and 21st-Century American, 2011–Jan. 2016; Matei Calinescu Prize Selection Committee, 2020–22.

Statement:

No statement provided.

LLC Chicana and Chicano (1 contest)

224. Belinda Linn Rincon. Associate Professor Latinx studies and English, John Jay College, City University of New York

PhD, Cornell University. Institutional service: High school English teacher, Fontana High School, CA, 1998–2001; Assistant Prof. of English, Willamette University, 2009–10; Assistant Professor of Latin American and Latinx Studies and English, John Jay College of Criminal Justice, CUNY, 2010–17; Associate Professor, John Jay College, 2017–present. Previous appointments: Willamette University, 2009–10. American Association of Hispanics in Higher Education Faculty Fellowship, 2012; Faculty Fellowship Publication Program, City University of New York, 2012; The Center for Place, Culture and Politics Faculty Fellowship, City University of New York Graduate Center, 2013–14; American Association of University Women Postdoctoral Fellowship, declined, 2014; Ford Foundation Postdoctoral Fellowship, National Research Council, 2014–15; Andrew W. Mellon Transformative Learning in the Humanities, Faculty Fellow, City University of New York, 2021–22. Antonia I. Castañeda Essay Award, National Assoc. of Chicana and Chicano Studies, 2015; Outstanding Scholarly Mentoring Award, John Jay College, 2016; Faculty Scholarly Excellence Award, John Jay College, 2018; 2nd Place Winner, International Latino Book Award for Best Women’s Issues Book, Latino Literacy Now, 2018. Expert referee for the Humanities in the European Research Area – Joint Research Programme (HERA-JRP), 2012; Member, Ethnic Studies Committee, ASA, 2012–15; Frederick Cervantes Essay Award Selection Committee, NACCS, 2016, 2012, 2018. MLA activities: forum exec. comm., LLC Chicana and Chicano, 2018–Jan. 2023.

Publications include *Bodies at War: Genealogies of Militarism in Chicana Literature and Culture* (2017). contrib., *Oxford Research Encyclopedia of Literature* (2020), *Bridges, Borders, and Breaks: History, Narrative, and Nation in 21st Century Chicana/o Literary Criticism* (2016), *The Martial Imagination: Essays on the Cultural History of American Warfare* (2013), *The Routledge Companion to Latina/o Literature* (2012), *Celebrating Latino Folklore: An Encyclopedia of Cultural Traditions* (2012), *Recovering the U.S. Hispanic Literary Heritage, Volume VIII* (2011); work in the following journals: *Modern Fiction Studies*, *Women’s Studies Quarterly*, *Latino Studies*.

Statement:

I am honored to have co-created a space at my home institution where colleagues from across the country have gathered to promote the field of Latinx literary studies. While the biennial Latinx Literary Theory and Criticism conference is on hiatus due to the COVID-19 pandemic, I seek your vote to continue advocating for the field of Latinx and Chicana/o/x literary studies through the MLA Delegate Assembly. If so chosen, I would promote initiatives that support our perennially beleaguered contingent faculty colleagues as they face evolving uncertainties related to the pandemic and neoliberal policies of retrenchment and exploitation. The pandemic has also shed light on the needs and lack of resources that many of our students endure while trying to pursue or continue their education through online or hybrid modalities. It seems to me that the MLA has a responsibility to continue examining how it might ensure student success in online and hybrid classes assuming that a return to the in-class college experience will be altered for the foreseeable future. I would encourage initiatives focused on digital literacies and pedagogies that support the learning needs of all students with particular interest in serving student populations that have been historically disadvantaged which includes a large number of Latinx students.

225. Ariana Ruiz. Assistant Professor literature, University of California, San Diego

PhD, University of Illinois, Urbana (UI). Institutional service: Member, Latina/o studies steering committee, UI, 2016–20; faculty advisor, Sigma Lambda Gamma National Sorority Inc. Alpha Chapter, UI, 2016–20; faculty assembly member, UI, 2016–18; member, faculty advisory council on student retention, UI, 2017–18; member, undergraduate studies committee, UI, 2018–19; co-director of Latina/o/x Studies Working Group, UI, 2018–20. Previous appointments: University of Iowa, 2015–20. Participant, Andrew W. Mellon Foundation Humanities without Walls Consortium Grant, Ohio State University, 2017–19; faculty interdisciplinary research grant, Obermann Center, University of Iowa, 2020; co-PI, Andrew W. Mellon Foundation Sawyer Seminar, 2018–21. MLA activities: forum exec. comm., LLC Chicana and Chicano, 2019–Jan. 2024.

Publications include *Contrib., Latinx Ciné: Filmmaking, Production, and Consumption in the 21st Century* (2019); *Building Sustainable Worlds: Latinx Placemaking in the Midwest* (2022).

Statement:

I am honored to be nominated to represent the LLC Chicana and Chicano in the Delegate Assembly. Given the opportunity, I hope to work with colleagues to attend to the ways our organization can address the unique challenges of the moment in our profession. Moreover, I am acutely aware of how these current crises have exacerbated longstanding inequalities in higher education, especially for those of us from underrepresented communities. And if elected to the Delegate Assembly, I am committed to advocate for policies and practices that enable equitable access and resources in the MLA and in the humanities, more broadly. I seek to work to ensure the MLA is a welcoming organization for critical dialogue, deep listening, intellectual respect and inclusivity of all its members.

As an early-career scholar and teacher of Chicanx and Latinx literatures and cultures, I am particularly eager to help shape future directions of the MLA grounded in racial and social justice in the humanities. Thank you for your consideration.

LLC Jewish American (1 contest)**226. Dean Joseph Franco.** Professor English, Wake Forest University

BA, UC Irvine, MA, CSULB, PhD, USC. Institutional service: Director, Humanities Institute, Wake Forest University (WFU), 2016–present; Associate Chair, English, WFU (2010–16); Director, Jewish Studies WFU (2013–16). Previous appointments: WFU, 2001–present. Palmer Professor of Literature, July 2020 to present, WFU; Co-author, Mellon Grant for Engaged Liberal Arts (850K), July 2018, WFU; Scott Family Faculty Fellow, 2012–14, WFU; Co-author, NEH Challenge Grant (500K), Nov. 2010, WFU; Humanities Institute establishment grant co-awardee, 2010, WFU; Humanities Initiative Planning grant co-awardee, 2008–10, WFU; NEH Summer Stipend Senior Faculty Nominee, Fall 2008, WFU; Planning Grant Award (20K), Global Humanities Initiative, 2008–09, WFU; Lilly Grant: Research Seminar, “What is

Multiculturalism? Morocco as a Case Study” Spring 2006, WFU; Mellon Grant: Research Seminar, “Medieval Multicultural” Spain, Spring 2005, WFU; Archie Summer Research Grants, 2002–07, WFU. Steering Committee, LACSU/CHCI conference at Colby College 2018; NEH Grant review panelist, 2021. MLA activities: forum exec. comm., LLC Jewish American, 2016–Jan. 2021; forum exec. comm., LLC 20th- and 21st-Century American, 2021–Jan. 2026.

Publications include *Ethnic American Literature: Comparing Chicano, Jewish, and African American Writing* (Virginia UP, 2007), *Race, Rights, and Recognition: Jewish American Literature Since 1969* (Cornell UP 2012), *The Border and the Line: Race, Literature, and Los Angeles* (Stanford UP, 2019). “What We Talk About When We Talk About Beloved.” Reprinted in *Toni Morrison’s Beloved*. Ed. Harold Bloom, *Bloom’s Modern Critical Interpretations*, 2010, “Race, Recognition, and Responsibility in The Human Stain.” In *Philip Roth: American Pastoral, The Human Stain, The Plot Against America*. Ed. Debra Shostak, Continuum Press, June 2011, “Centering the Margins: Race, Ethnicity, and the ‘New’ Cultural Heterogeneity” *Cambridge Companion to Postmodernism*. January 2017, “Teaching Jewish American Literature in a Multicultural Context.” *MLA Approaches to Teaching Jewish American Literature*. Summer 2020, “Jewish Literature and Race.” *The New Jewish American Literary Studies*. Cambridge UP, July, 2019; work in the following journals: *PMLA*, *NOVEL*, *Contemporary Literature*, *Cultural Critique*, *Prooftexts*, *Studies in American Jewish Literature*, *MELUS*, *Philip Roth Studies*, *Modern Fiction Studies*, *AJS Review*.

Statement:

Two related concerns currently guide my professional work with MLA and other related institutions. First, I believe the national attacks on critical race theory, while spurious, cynical, and misleading, will do real damage to our colleagues and to the institutions wherein we teach. From my position deep in the grain of critical race theory, it's apparent that no amount of clarifying statements about what is and isn't critical race theory will put out the wildfire threatening to scorch a wide range of fields and those who labor within them. Rather, I believe MLA—its membership and leadership—needs to cultivate timely partnerships with local humanities councils and networks of HS teachers to stage conversations about how literary studies facilitates democratic understanding of race in the US. By “democratic,” I mean: literary studies as a knowledge-making practice that continually explores the boundaries of its determined categories; literary studies as a mode of critique that enables teachers and students to understand how race materializes and how legacies of racial hierarchy can be undone; and literary studies as a method for perceiving new orders of human sociality. As a comparative race-studies scholar, with expertise in Jewish Studies, I'll add that Jewishness is an important analytic for the intersection of material and discursive formations of race. My second, adjacent concern: likely unintended, there is growing breach between the rising New Formalist approaches to literature and studies of literature based in Racial Formation theory. We need to explore a bridge between these schools of thought.

227. Aimee Pozorski. Professor English, Central Connecticut State University

PhD, Emory University. Institutional service: Selected Academic Service; Secretary, Graduate Studies Committee, Spring 2018–21; Chair, Department Evaluation Committee, Spring 2018+; Member of Department Evaluation Committee, 2016+; Co-director, American Studies Program, Fall 2017+; Director, English Graduate Studies, Fall 2015–Fall 2021; Organizer, Roth@80 Conference in Newark, New Jersey, 17-20 Mar. 2013. CCSU Foundation Grant Advisory Committee. Fall 2012–14. Coordinator, CCSU Undergraduate Research and Creative Achievement Day. Fall 2012–Spring 2017. CCSU Academic Integrity Committee, Fall 2007–Spring 2011 (Secretary, 2007–08; Vice Chair, 2008–09; Chair, 2009–10). Member, NEASC Sub-committee on “Reporting,” Fall 2007. Previous appointments: Central Connecticut State University, 2004–present; St. Norbert College, DePere, WI, 1997–98 (Lecturer); University of Wisconsin, Green Bay, 1997–98 (Lecturer). Fellowships and Awards AAUP Curriculum Development Grant for “#disrupttexts and the MA in English,” 2021 (Summer); AAUP Curriculum Development Grant for “Core Online Courses for New English MA Program,” 2018–19. AAUP University Research Grant for “I read about you”: Joan Gilling, *The Bell Jar*, and *the Limits of the Law*,” 2018–19. Sabbatical Leave, Fall 2017. AAUP University Research Grant for “The Diary of Bobbi Campbell, AIDS Poster Boy,” 2017–18. AAUP University Research Grant for “Paul Monette’s Unpublished Journals,” 2016–17. AAUP Faculty

Development Grant for Obama Institute American Short Story Symposium in Mainz, Germany, 2017. AAUP Faculty Development Grant for the Conference of the International Association of University Professors in London, England, 2016. Faculty-Student Research Grant for “Love and Trauma in the Wake of War: An Archival Approach to Understanding Hemingway and Woolf” with Michael Lacy, Fall 2012. CLASSY Award for Research in the Humanities, Central Connecticut State University, Fall 2019; Graduate Advisor of the Year at Central CT State University, Spring 2020; 2016 Patriot Teacher of the Year Award, from the Central Connecticut chapter of the VFW, New Britain, CT. Co-executive Editor, (with Maren Scheurer), *Philip Roth Studies*. Spring 2019+; Section Co-Chair (with Gurumurthy Neelakantan), Post 1900 American Literature Group of the International Association of University Professors of English. Fall 2017+; Book Review Editor, *Philip Roth Studies*. Fall 2010–Spring 2013; Member of the MLA Executive Committee of Jewish American Literature Discussion Group, Fall 2009–2014. President, Philip Roth Society. Spring 2009–15. MLA activities: Discussion Group on Jewish American, 2010–Jan. 2015.

Publications include Monographs *AIDS-Trauma and Politics*. Lexington Books, 2019. *Falling after 9-11: Art and Literature in Crisis*. Bloomsbury, 2014. *Roth and Trauma: The Problem of History in the Later Works (1995–2010)*. Continuum, 2011. Editing Projects coed., *HIV/AIDS Representation: Forty Years Later*. With Christine Cynn and Jennifer Lavoie. Under contract with Lexington Press, 2019. ed, *A Portrait of the Lady in Modern American Literature: Poor Little Rich Girl*. Cambridge Scholars Publishing, 2017. (A collection of graduate student writing.) coed, Gooblar David and Aimee Pozorski, Eds. *Roth after Eighty: Philip Roth and the American Literary Imagination*, Lanham, MD: Lexington Books, 2016. (Paperback edition, 2018). ed, *Philip Roth. A Critical Insights Volume*. Salem/ EBSCO, 2013. ed, *Roth and Celebrity*. Lanham, MD: Lexington, Press, 2012. Contrib., *21st Century U.S. Historical Fiction, 2021, New Essays on Ford Madox Ford's The Good Soldier* (2018), *A Political Companion to Philip Roth* (2017), *Topics in Contemporary North American Literature* (2016), *The Edinburgh Companion to Modern Anglophone Jewish Fiction* (2015), *Reading Philip Roth's American Pastoral* (2011), *Philip Roth: New Perspectives on an American Author* (2005); work in the following journals: *Philip Roth Studies*, *Partial Answers*, *Cercles*, *Writing and Pedagogy*, *ANQ*, *Augenblick*, *MELUS*, *Studies in American Literature*, *The Hemingway Review*, *Tertiary Education and Management*.

Statement:

The pandemic of 2020-2021 not only reflects the global spread—and failure to contain—COVID-19, but also highlights the continuing role that white supremacy and the politics of backlash play in fracturing our country. This spring’s surge in attacks against Jewish Americans points up how interconnected these problems are. While academia and literary study also have roots in racist institutions and practices, scholars are now better equipped to help untangle values and epistemologies that directly affect our work and our teaching. As a candidate with psychoanalytic training, I bring the dual values of listening and opening the question to my work—as a scholar, teacher, and leader.

LLC Latina and Latino (1 contest)

228. Maritza Cardenas. Associate Professor English, University of Arizona, Tucson

PhD, University of Michigan. Institutional service: Assistant Professor of English, University of Arizona 2010–18; Associate Professor of English, University of Arizona 2018– ; Director English Studies in Action, University of Arizona 2018–21; Director Global Studies, University of Arizona 2021– . Woodrow Wilson Andrew W. Mellon Postdoctoral Fellowship, 2013; Center for Mexican American Studies Benson Fellowship, University of Texas, Austin, 2014; College of Social and Behavioral Sciences General Education Course Development Grant, University of Arizona (UA), 2016; Office of the Provost Author Support Grant, UA 2018. Session Organizer, LASA, 2012; Session Organizer, NWSA, 2015; Referee, *Participations Journal*, 2015; Manuscript Reviewer, Rutgers University Press, 2015; Conference Program Committee, Latina/o Studies Association, 2017; Referee, *Chiricú: Latina/o Literatures, Arts, and Cultures*, 2018; Conference Committee (Panel Reviewer), NWSA, 2019; Referee, *Latino Studies Journal*, 2019; Conference Program Committee, Latina/o Studies Association, 2019–20; Manuscript Reviewer, University of Pennsylvania Press, 2020; Mentor, Mellon Mays Gap Assistance Program, 2020; Referee, *Latin American and Latinx Visual Culture Journal*, 2021; Manuscript Reviewer, University of Texas Press, 2021; Manuscript

Reviewer, University of Arizona Press, 2021. MLA activities: Delegate Assembly, 2003–05; Delegate Assembly, 2019–Jan. 2022.

Publications include *Constituting Central American-Americans: Transnational Identities and the Politics of Dislocation*. Rutgers University Press (2018). contrib., *Race and Contention in 21st Century U.S. Media* (2016), contrib., *US Central Americans: Reconstructing Memories, Struggles and Communities of Resistance* (2017), contrib., *Oxford Research Encyclopedia of Latina/o Literature* (2019), contrib., *Critical Dialogues in Latinx Studies* (2021); work in the following journals: *Studies in 20th and 21st Century Literature*, *Journal of Commonwealth and Postcolonial Studies*, *Symbolism: An International Annual of Critical Aesthetics*.

Statement:

As a scholar my research and teaching are guided and fueled by my commitment to diversity and to redressing epistemological silences. I view my intellectual work as political work—focusing on Latinx cultural expressions to illuminate the displacements and dislocations of Latinx bodies, histories, and knowledges from symbolic and physical spaces. Within the field of Latina/o studies I think it is imperative that scholars continue to highlight the need to study this analytic category alongside issues of ethnicity, race, citizenship, class, disability, gender and sexuality, as well as underscore the ethno-racial/national heterogeneity within the term “Latinx” itself. Moreover, it is equally important to call attention to the ways in which Latinx scholars are continually confronted with overt and inferential forms of racism within academia. I therefore welcome the opportunity to have another platform to advocate for these issues and feel humbled to be nominated as a delegate for the Latina and Latino forum within the Modern Language Association.

229. David Vazquez. Associate Professor, American University

PhD, University of California, Santa Barbara. Institutional service: Director of Latinx Studies, American University, 2020–present; head of English, University of Oregon (UO), 2015–20; interim director, Center for Latino and Latin American Studies, UO 2011–12. Previous appointments: University of Oregon, 2003–20. Latinx Studies Seed Grant, Center for Latina/o and Latin American Studies, University of Oregon (UO), 2019; Summer Research Award, Division of Research, Innovation and Graduate Education, UO, 2016; Institute for Humanities Research Visiting Fellow, Arizona State University, 2013; Oregon Humanities Center Fellowship, UO, 2012; Innovations in Graduate Education Grant, Graduate School, UO, 2012; Americas in a Globalized World Faculty Grant, UO (with Allison Carruth), 2011. *Latinx Environmentalisms* named one of 12 best environmental books for November 2019 by *The Revelator* (<https://www.ecowatch.com/environmental-books-november-2641213974.html>)

Publications include *Triangulations: Narrative Strategies for Navigating Latino Identity* (2011). co-editor, *Latinx Environmentalisms: Justice, Place, and the Decolonial* (2019). contrib., *Routledge Companion to Latino/a Literature*, eds. Frances R. Aparicio and Suzanne Bost, London: Routledge, 2012; work in the following journals: *American Literary History*, *Arizona Quarterly*, *Contemporary Literature*, *Journal of Transnational American Studies*, *CENTRO*, *Latino Studies*.

Statement:

Latina/Latino/Latinx Studies is now a major disciplinary force in the profession, and the LLC Latina and Latino Forum has become a vibrant space of dialog and scholarly exchange within literary and cultural studies. As an alternate delegate representative for the Forum, I would work to support the elected delegate (currently Maritza Cardenas) to promote Latina/Latino/Latinx studies within the MLA and beyond. I would also seek to engage with and learn from the Forum leadership, and to promote the Forum's activities at annual conventions and via the discussion board and social media. As a scholar and practitioner seeking to establish a new Latina/Latino/Latinx Studies program at my new institution, I would also welcome the opportunity to exchange ideas with fellow Forum members at annual conventions and beyond.

LLC South Asian and South Asian Diasporic (1 contest)

230. Yubraj Aryal. Lecturer English, University of Texas, Arlington

Purdue University, PhD (English) Tribhuvan University, Nepal, MA (English). Institutional service: Lecturer, University of Texas, Arlington. Previous appointments: Postdoctoral Researcher, U of Montreal (2014–15). China Central Normal University, Wuhan, China (2013–14). Visiting appointments: Visiting Scholar, NYU 2015–16. Summer Teaching Fellow Award, McDowell Center, UTA; Adjunct Faculty Teaching Excellence Award (Credit Adjunct Faculty of the Year 2019–20), Richland College, Richardson, TX; Purdue Interdisciplinary Graduate Program Excellent Award in Philosophy and Literature Research. Purdue College of Liberal Arts Global Research Synergy Grant. Purdue McBride International Travel Grant. American Philosophical Association’s Annual Research Grant. 2018–23 Secretary, Committee on South Asian and South Asian Diasporic, the Modern Language Association (MLA). 2020 Member, Diversity and Inclusion Committee, English Department, U. of Texas at Arlington; 2010–18 Member, Committee on Intercultural Research in Philosophy, the Federation of International Societies of Philosophy (FISP). 2013–16 Member, Committee on the Academic Career Opportunities and Placement, the American Philosophical Association (APA). 2010–13 Member, Committee on the Status of Asian and Asian-American Philosophers and Philosophies, the American Philosophical Association (APA). MLA activities: forum exec. comm., LLC South Asian and South Asian Diasporic, 2018–Jan. 2023.

Publications include *The Humanities at Work: International Exchange of Ideas in Aesthetics, Philosophy and Literature* (2008). *Between Foucault and Derrida* (2016). 2014 “Desire, Spirituality and ‘Regimes of Truth’ in Contemporary South Asian Literature,” Vol. 6, No. 4, December, *Forum for World Literature Studies*. 2010 “Modernisms” (coedited with Prof. Peter Nicholls, NYU for the *Journal of Philosophy: A Cross-Disciplinary Inquiry*, Vol. 6, No. 13, Fall. Book Chapters 2018 “A Strange Encounter of Aesthetics and Imperial Politics in Alex Strick van Linschoten and Felix Kuehn’s Poetry of the Taliban,” *Making Strangers: Outsiders, Aliens and Foreigners*, ed. Abbes Maazaoui (Vernon Press: Wilmington, DE 2018), pp. 115-128. 2015; 2012 “Ideology and Escape,” (conversation with Brian Massumi) in *The Politics of Affect*, ed. Brian Massumi (Polity Press). “Extended Nationalism,” in *Encyclopedia of Global Justice*, ed. Deen K. Chatterjee (Springer) pp. 747-748. 2008 *The Humanities at Work: International Exchange of Ideas in Aesthetics, Philosophy and Literature*, ed. Yubraj Aryal (Sunlight, Kathmandu, 2008); work in the following journals: 2020 2018 2017 2017 “The Literary Theory in the Making” in *Interdisciplinary Studies* (upcoming), “The Kurdish Freedom Movement: Self-organizing and Self-managing Democratic Politics” in *Deleuze Studies*, Vol. 12, No. 2. “Affective Politics and Non-sovereign Identity” in *Textual Practice*, Vol. 30, Issue 10. “The Indian Empire and its Colonial Practices in South Asia” in *CLCWeb: Comparative Literature and Culture*, Vol. 19, Issue 2. 2017 “The Political as a Practice: The Sadhus’ Art of Not Being Governed” in *The South Asianist* 2016 “Ethics of Self-fashioning and the Question of Power in Henrik Ibsen’s A Doll’s House” in *Foreign Literature Studies*. 2016 “The Human: Neither “Man” Nor God” in *Journal of Philosophical Research*. 2014 “Introduction: Desire, Spirituality and ‘Regimes of Truth’ in *Contemporary South*.

Statement:

I have experience in working with some of the biggest humanities institutions such as the International Federation of Philosophical Societies, American Philosophical Association, and Modern Language Association. I have been working for forming new humanities associations/societies mainly in third world countries and exchanging dialogues in humanities. I have a deep interest in promoting humanistic education to diverse communities of humanities scholars. I have much to offer to the humanities education. For a given chance, I will prove myself the best of your choice and totally dedicate myself to the cause you elected me for the MLA Delegate Assembly.

I thank you for your support!!

Ever Yours

Yubraj

231. Gaura Shankar Narayan. Associate Professor literature, Purchase College, State University of New York

PhD, Columbia University, New York City. Institutional service: Purchase College: Chair, Literature Department (2018–21). Presidential search committee (2018–20); Liberal Arts and Sciences Dean search committee (2017–18); Committee on Educational Policies (2018–21); Committee on Strategic Planning and Assessment (2017–20); Tenure and Promotion Committees in the School of Natural and Social Sciences, the Theatre and Performance Program, and the School of the Arts (2019–20; 2019–20 2015–16); Search committee for Affirmative Action Officer / Chief Diversity Officer (2017); Instructional Technology Committee (2015–16); Campus Life Committee (2014–15); Purchase College's self-study committee for Middle States (2012); Academic Integrity Committee (2012–18); Anti-Plagiarism Task Force (2012–14); Gender Studies Curriculum Committee (2011). Chair, Tenure and Promotion Committee in the School of Humanities (2020–21; 2019–20); Division Review Committees for Pre-Tenure Review, School of Humanities (2020–21; 2018–19; 2015–16). Previous appointments: Purchase College, SUNY: 1996–present: Associate Professor of Literature. 1995–96 Robert J. Bennett Memorial Award (Columbia University); 1990–91 President's Fellowship (Columbia University); 1982 University Award for distinction as an MA student (Delhi University); 1980 Gayatri Dasgupta Memorial Award for distinction as a BA student (Delhi University). Visiting appointments: Columbia University, Spring 2003: Senior Undergraduate Seminar on Jane Austen. 1995–96 Robert J. Bennett Memorial Award (Columbia University); 1990–91 President's Fellowship (Columbia University); 1982 University Award for distinction as an MA student (Delhi University); 1980 Gayatri Dasgupta Memorial Award for distinction as a BA student (Delhi University). Organized collaborative panel on "Movable Types: Print Culture in South Asia" jointly sponsored by the MLA forum on Language and Society and the Language, Literature, and Culture Forum on South Asian and South Asian Diasporic literature for the Annual International MLA Conference in January 2019; Organized collaborative panel on "South-Asia and Romanticism" jointly sponsored by the Keats Shelley Association of America and the Language, Literature, and Culture Forum on South Asian and South Asian Diasporic literature for the Annual International MLA Conference in January 2018. MLA activities: forum exec. comm., LLC South Asian and South Asian Diasporic, 2016–Jan. 2021.

Publications include *Real and Imagined Women in British Romanticism* (2010). Contrib. *Displaced: Literature of Indigeneity, Migration, and Trauma* (2020), *The Cambridge Guide to the English Novel 1660–1820* (date TBA), *Virginia Woolf and Heritage: Selected Papers from the 26th Annual Conference on Virginia Woolf* (2017), *Narrative Beginnings* (2008); work in the following journals: *Texas Studies in Literature and Language*, *Feminist Formations*, *South Asian Review*.

Statement:

I am honored to stand for election to the MLA Delegate Assembly. If elected, I will serve as an advocate for increasing the size and visibility of English / Literature programs given the declining numbers of students majoring in English / Literature programs. I will also advocate for non-tenured and tenured faculty facing layoffs. I will especially advocate for graduate students and non-tenure track faculty who face reduced benefits and job insecurity. I will join conversations with scholars faced with shrinking publication opportunities, especially book publication opportunities as university and other presses cut back. I will also advocate for small schools and universities that are increasingly sidelined as they face a growing divide between themselves and well-endowed state and private universities. Finally, I will raise my voice to increase visibility for non-British / American literary fields.

LLC Dutch (1 contest)

232. Ulrich Tiedau. Professor European Hist and Associate Director Centre for Digital Humanities, University of London, University College

MLA activities: forum exec. comm., LLC Dutch, 2012–Jan. 2017.

Statement:

No statement provided.

LLC English Romantic (1 contest)

234. Manu Samriti Chander. Associate Professor English, Rutgers University, Newark

PhD, Brown University. Institutional service: Rutgers AAUP-AFT, Newark Chapter, English Department Representative, 2020–present; Rutgers AAUP-AFT, Newark Chapter, Executive Committee Member, 2020–21; Rutgers AAUP-AFT, Executive Council Representative, 2021–. Previous appointments: Visiting Assistant Professor of English, Trinity College (CT), 2009–10; Lecturer in History and Literature, Harvard University, 2008–09. Carl H. Pforzheimer, Jr., Research Grant, Keats-Shelley Association of America, 2006; University Research Council Grant, Rutgers University, 2013–15; Center for Cultural Analysis Fellowship, Rutgers University: 2016–17; Open Access Textbook Faculty Grant, Rutgers University Libraries, 2017–18; Fulbright U.S. Scholar Grant, 2019; Open Educational Resources Grant, New England Board of Higher Education, 2021. Humanities in Five Public Engagement Prize, Modern Language Association, 2019. Co-founder, Bigger 6 Collective, 2017; Member, Outreach Committee, Keats-Shelley Association of America, 2018–; Series Editorial Board Member, *Transits: Literature, Thought & Culture, 1650–1850*, Bucknell University Press, 2020–; Series Editorial Board Member, *RaceB4Race: Critical Race Studies of the Premodern*, University of Pennsylvania Press, 2020–; Race and Empire Caucus Co-Chair, North American Society for the Study of Romanticism, 2020–; Advisory Board Member, EHU Nineteen Interdisciplinary Research Group, 2020–; Nominations Committee, American Comparative Literature Association, 2021–; Conference Lead Organizer, North American Society for the Study of Romanticism, 2024. MLA activities: Delegate Assembly, 2019–Jan. 2022.

Publications include *Brown Romantics: Poetry and Nationalism in the Global Nineteenth Century* (Bucknell UP, 2017). ed., Egbert Martin: *Scriptology* (Caribbean Press, 2014). contrib., *Outrage! Art, Controversy, and Society* (2012), *The Cambridge History of Indian Poetry in English* (2016), *Worlding the South: The Colonial Southern Hemisphere and the Nineteenth-Century Literary Imagination* (2021); work in the following journals: *Romantic Circles*, *Coleridge Bulletin*, *Keats-Shelley Journal*, *European Romantic Review*, *Eighteenth-Century Fiction*, *Victorian Studies*.

Statement:

My service to the profession has focused on questions of diversity and inclusion, and these are the issues that I will continue to center should I be elected to the LLC English Romantic seat in the Delegate Assembly. I have, as a member of the Keats-Shelley Association’s Outreach Committee, helped expand the Association’s mentorship program to include Romanticists without institutional affiliation. Recognizing the current job crisis in academia and acknowledging that many committed to the study of Romanticism are contingently employed or outside academia altogether, we have worked to ensure that these scholars remain part of the conversations that drive our field. Toward a similar end, in 2017 I helped form the Bigger 6 Collective, which was started to consolidate the margins of the field and which has grown very quickly over the past four years. Now formally recognized at the annual meeting of the North American Society for the Study of Romanticism (NASSR), we sponsor an annual event to facilitate collaboration among BIPOC scholars, LGBTQ+ scholars, graduate students, and contingently employed scholars. I also currently serve as a co-chair for NASSR’s Race and Empire caucus, which was formed to guarantee that urgent conversations around race and empire are featured consistently at the Society’s annual meeting. In all these capacities, I have demonstrated—and hope to continue to demonstrate as a Delegate—a commitment to the belief that the study of Romanticism and humanities scholarship more generally can and should be a site of social change.

235. Lily Gurton-Wachter. Associate Professor English, Smith College

PhD, University of California, Berkeley. Institutional service: MLA delegate for forum on poetry and poetics, 2020–25; director, Book Studies concentration, Smith College. Previous appointments: University of Missouri, 2011–16. Charles Bernheimer prize for best dissertation in comparative literature, American Comparative Literature Association, 2011. MLA activities: forum exec. comm., GS Poetry and Poetics, 2020–Jan. 2025.

Publications include *Watchwords: Romanticism and the Poetics of Attention* (2016). contrib. *Oxford Companion to Romantic Prose* (2022), *William Blake: Modernity and Disaster* (2020). *English Language History*, *Studies in Romanticism*, *European Romantic Review*, *Romantic Circles Praxis*, *Literature Compass*.

Statement:

No statement provided.

LLC 16th-Century French (1 contest)

236. Dorothea Heitsch. Teaching Professor French, University of North Carolina, Chapel Hill

PhD, University of Washington, Seattle. Institutional service: Undergraduate French advisor in Romance Studies, UNC-CH (2018–22); academic director for study abroad for France and Francophone countries, UNC-CH (2014–June 2023, discontinued summer 2020 due to Covid); director of programs assessment, Romance Studies, UNC-CH (2017–21); fixed-term mentoring committee, Romance Studies, UNC-CH (2018–21). Previous appointments: Shippensburg University (1999–07); Southern Illinois University, Edwardsville (1998–99). IAAR-SLATE grant and QEP grant for FREN 150 Globalization and the French-Speaking World at UNC-CH (2020); Transatlantic Mobility Grant 2021 funded by the French Embassy. Chapman Family Teaching Award for Distinguished Undergraduate Teaching, University of North Carolina at Chapel Hill, 2016; Center for Faculty Excellence Lead Teaching Fellow, UNC-CH, 2019–21. In-take editor H-France Review (2020–); manuscript reader for Routledge, *British Journal for the History of Science, Romance Notes*; editorial board *Romance Notes* (2016–). MLA activities: Delegate Assembly, 2010–Jan. 2014; Executive Council, 2010–Jan. 2014; Executive Council liaison, Committee on Contingent Labor in the Profession, 2011–Jan. 2014; MLA Prize for Independent Scholars Selection Committee, 2012–15; Committee on Amendments to the Constitution, 2019–22; MLA Whiting Committee, 2020–22.

Publications include *Practising Reform in Montaigne's Essais* (2000); *Writing as Medication in Early Modern France: Literary Consciousness and Medical Culture* (2017). coed. *Printed Voices: The Renaissance Culture of Dialogue* (2004); coed. *Early Modern Visions of Space: France and Beyond* (2021); contrib., *Printed Voices: The Renaissance Culture of Dialogue* (2004), *Gender and Scientific Discourse in Early Modern Culture* (2010), *French Connections in the English Renaissance* (2013), *Gender and Disease in Literary and Medical Cultures* (2014), *The Oxford Handbook of Montaigne* (2016), *Global Montaigne. Mélanges en l'honneur de Philippe Desan* (2020), *Early Modern Visions of Space: France and Beyond* (2021); work in the following journals: *Rhetorica, Literature and Medicine, Bibliothèque d'Humanisme et Renaissance, Renaissance and Reformation / Renaissance et Réforme, Romanic Review, Renaissance Studies, Appositions: Studies in Renaissance/Early Modern Literature & Culture, ADE Bulletin / ADFL Bulletin, Erasmus Studies, Ambix, French Forum, Montaigne Studies, Arts et Savoirs.*

Statement:

As a Fixed-Term Faculty Member at a research university with a renewable five-year contract and with previous experience as an Associate Professor in French at a four-year college, I have gone from teaching multiple foreign languages to teaching one single foreign language, and I also know what it means to work in a service-oriented language department, as an instructor of graduate courses for K–12 teachers, and as a fixed-term colleague in a full-fledged romance studies department. Having pursued my scholarly interests under varying professional conditions, I am in a unique position to gauge which kinds of instructional approaches remain useful or emerge as helpful, which kinds of contents are of lasting interest for different student bodies, and which kinds of scholarly projects are feasible for different faculty ranks in French & Francophone Studies, regarding the sixteenth century in particular. In my teaching, scholarship, and service I advocate for exploring (non-)canonical sources, minority voices, translocal-transregional-transnational-transhistorical-transgender issues, and approaches to the Mediterranean, Renaissances, or Reformations, while being aware of the specific interest of sources stemming from French-speaking contexts. If I am elected to the Delegate Assembly, I will strive for an inclusive MLA.

237. Nora Peterson. Associate Professor French and Chair, Modern Languages and Literatures, University of Nebraska, Lincoln

PhD, Comparative Literature, Brown University. Institutional service: Assistant Professor of French Cultural Studies, 2012–18; Graduate Advisor, French, University of Nebraska-Lincoln, 2018–21; Associate Professor of French Cultural Studies, University of Nebraska-Lincoln, 2018–present; Chair, Modern

Languages and Literatures, University of Nebraska-Lincoln (UNL), 2020–present; Medieval and Renaissance Program Advisory Board, UNL 2012–present. Maude Hammond Fling Faculty Research Fellowship, Department of Modern Languages and Literatures, University of Nebraska, Lincoln (UNL), 2013; Newberry Library Center for Renaissance Studies Consortium Fellowship (short-term), 2015; College of Arts and Sciences faculty ENHANCE Research Award, UNL, 2017. College of Arts and Sciences Distinguished Teaching Award, UNL, 2016. Co-organizer, ACLA 2012 conference in Providence, RI, 2011–12; Reviewed article manuscript for French Studies; 2017; Founding Member, Marguerite de Navarre Society, 2018–present; Editorial Board, *Investigo (Interdisciplinary Journal of Medieval and Renaissance Studies)*, 2019–present; Reviewer, *Renaissance and Reformation*, 2020; Research support group leader, Renaissance Society of America, 2020–present; Reviewer Undergraduate Research Journal, 2021.

Publications include *Involuntary Confessions of the Flesh in Early Modern France* (2016). Editor, *Miracles of Love: French Fairy Tales by Women*, with translations by Jordan Stump. MLA Texts and Translations Series. In press (May 2021). Contrib., *Bodies in Transition in the Health Humanities* (2019), *Reconsidering Boccaccio: Medieval Contexts and Global Intertexts*, ed. Olivia Holmes and Dana Stuart (2018); work in the following journals: *Renaissance and Reformation*, *Colloquia Germanica*, *The Gerontologist*, *The Romanic Review*, *L'Esprit Créateur*.

Statement:

My interest in the sixteenth century has always been driven by the firm belief the traces of the Renaissance remain very much alive today; we are always in conversation with the texts and cultures of this time. The multiplicity and ambivalence that I find in Renaissance texts inspire the way I look at our own world. I believe in underscoring the echoes and relevance of the texts and culture of the 16th century in conversations about political division, pandemic life, gender, and race; this informs my teaching, my scholarship, and my service to my department. My academic life is driven by my background in comparative literature and by a desire to pursue and trans-disciplinary conversations.

It is my belief that strong mentorship and transparent leadership plays an important role in the classroom and beyond. I have worked in the last 1.5 years as Chair of my department to create more connections between languages, cultures, and the community, and have advocated for better working conditions for Lecturers and non-tenure-track faculty. I have worked to make sure that our graduate students have the opportunity to prepare for a variety of career experiences. As such, I will work with the MLA to redefine the structure of how we conceive of graduate studies in our field(s), and to create new mentoring and training opportunities for students within the MLA. I will also work to stand up mentorship of junior scholars and to advocate for structural change that favors more equality and community engagement.

LLC 18th-Century French (1 contest)

238. Katharine Hargrave. Instructor French and Director Foreign Language Lab, College of Charleston

PhD, Penn State University, University Park. Institutional service: Recruitment and Outreach Committee Member, Department of French, Francophone and Italian Studies, College of Charleston, 2020– ; French Club Faculty Advisor, College of Charleston, 2020– ; Faculty Reader for the General Education Assessment, College of Charleston, 2021– . Research and Graduate Studies Office Dissertation Award, The Penn State University, spring 2019; Graduate Student Paper Award (Honorable Mention), Committee for Early Modern Studies, spring 2019. Member, ASECS, 2017– ; Member, North American Society for Seventeenth-Century French Literature, 2017– ; Member, Institut d'Histoire des Représentations et des Idées dans les Modernités, Université Lumière Lyon 2, 2012–18; Member, Society for Eighteenth-Century Music, 2018; Member, The Society for the History of Authorship, Reading and Publishing, 2016–18.

Publications include contrib., *Modes of Play in Eighteenth-Century France* (2021); work in the following journals: *Présence francophone*.

Statement:

I am honored to be nominated to stand for election as a delegate for the 18th-Century French forum. My first MLA experience was the January 2020 annual convention in Seattle. It holds a special place in my heart not only because it was the last in-person conference I attended before the pandemic, but also because it

was the last one I attended as a graduate student. I was warmly welcomed to present alongside more senior academics. If elected, I am committed to listening to and respecting the opinions of scholars at all stages of their careers. As a non-tenure-track faculty member, and considering the increasing number of these positions in the humanities, I maintain that it is vital that all voices, regardless of rank, salary, or affiliation, are heard and taken into account.

For me, encouraging interdisciplinary studies is equally important to the advancement and preservation of language studies. I have heard students express apprehension for studying time periods before the 20th century, because it does not seem relevant to their professional aspirations. Interdisciplinary studies make these connections possible and encourage innovative research. However, as a violinist with degrees in music and French, I am cognizant of the communication and administrative challenges of such work. If I were elected as a delegate for the 18th-Century French forum, I would work to champion interdisciplinary studies and encourage cross-departmental collaboration in an effort to promote diverse perspectives that showcase French and Francophone studies as an asset to engaging with contemporary global issues.

239. Yann Robert. Associate Professor French and francophone studies, University of Illinois, Chicago

PhD, Princeton University. Institutional service: Director, undergraduate studies, University of Illinois, Chicago (UIC) 2019–21; interim head of French, UIC 2019–20; director, graduate studies, UIC 2018–19. Institute for the Humanities Faculty Fellow (UIC), 2020–21; Andrew W. Mellon Foundation Fellowship at the Newberry Library, 2013–14; Andrew W. Mellon Postdoctoral Fellowship at Stanford University, 2010–2; Mrs. Giles Whiting Foundation Fellowships in the Humanities, 2009–10; Jacob K. Javits Fellowship, 2005–09; Andrew W. Mellon Fellowship in Humanistic studies, 2004–05. Rising Star Award in Humanities, Arts, Design, and Architecture (UIC), 2018; Teaching Recognition Program Award, UIC, 2018. Vice-President, Society for Eighteenth-Century French Studies (2021–22); Executive Secretary, Society for Eighteenth-Century French Studies (2020–21); Committee Member, Clifford Prize Committee (2019–20); Committee Chair, ASECS Graduate Research Prize (2015–16); Committee Member, ASECS Graduate Research Prize (2013–15). MLA activities: forum exec. comm., LLC 18th-Century French, 2020–Jan. 2025.

Publications include *Dramatic Justice: Trial by Theater in the Age of the French Revolution* (2018); coed., *Laya, Jean-Louis, L'ami des lois* (2011); contrib., *Modes of Play* (2021), *Representing Violence in France, 1760–1820* (2013), *La Scène, la salle et la coulisse dans le théâtre du XVIIIe siècle en France* (2011); work in the following journals: *Early Modern French Studies*, *Dix-huitième siècle*, *Studies in Eighteenth-Century Culture*, *Dix-neuf*, *Nouvelles Etudes Francophones*, *Papers on French Seventeenth Century Literature*, *Romantisme: revue du dix-neuvième siècle*, *French Forum*, *University of Toronto Quarterly*.

Statement:

No statement provided.

LLC 19th-Century French (1 contest)

240. Anne Marcoline. Associate Professor literature, University of Houston, Clear Lake

PhD, University of California, Santa Barbara. Institutional service: Member, Honors Initiative Committee, University of Houston, Clear Lake (UHCL), 2014, 2018–19; Member, International Initiatives Committee, UHCL, 2014–pres.; Faculty Sponsor, Sigma Tau Delta, UHCL, 2014–pres.; Co-Organizer, Feminist Teacher, UHCL, 2014–pres.; Member, Women's and Gender Studies Program Cross-Listing Committee, UHCL, 2015–pres.; Assessment Coordinator, Literature Program, UHCL, 2016–19; Member, Mieszkuc Professorship in Women's Studies Selection Committee, UHCL, 2017, 2021; College of HSH Representative, Faculty Research Support Funds Committee, UHCL, 2018–22; Director, Literature Program, UHCL, 2019–pres.; Literature Program Representative, Committee on Educational Policy, UHCL, 2019–pres.; Member, Promotion and Tenure Peer Review Committee, UHCL, 2019, 2020; Member, Minnie Stevens Piper Award Nomination Committee, 2020; Certificate Coordinator, Women's and Gender Studies, UHCL, 2020–pres.; Member, Non-Tenure Track Promotion Committee, UHCL 2020–pres. Comparative

Literature Conference Travel and Research Grant, University of California, Santa Barbara (UCSB), 2009; Humanities Research Assistantship, UCSB, 2009–10; Consortium for Literature, Theory, and Culture Travel Grant, UCSB, 2010; Humanities Research Assistantship, UCSB, 2010–11; Academic Senate Doctoral Student Travel Grant, UCSB, 2011; ACLA Travel Grant, 2010; Faculty Research and Support Funds, archival project on George Sand, (UHCL) 2013; Marilyn Mieszkuc Professorship in Women's Studies, UHCL, 2015–16; Faculty Development and Support Funds, UHCL, 2013, 2014, 2015, 2016, 2018, 2019, 2020; Invited Speaker Travel Expenses, Brigham Young University, 2014; Invited Speaker Honorarium and Travel Expenses, Bard Music Festival, Bard College, 2017; Nominated for Horst Frenz Prize, ACLA, 2009, 2012; George Sand Association Memorial Prize Recipient, 2013; Panel Chair (2008), Conference Co-organizer (2008), Panel Organizer and Chair (2015), Newsletter Editor (2017–18), George Sand Association. Conference Co-organizer, Center for the Interdisciplinary Study of Music, UCSB, 2008. Co-organizer, Comparative Literature Program Lecture Series, UCSB, 2011. Panel Chair (2012), Panel Chair (2018), Secretary (2021–24), Women in French; Panel Chair, Interdisciplinary Nineteenth-Century Studies, 2014, Translation into French, article abstract for Cherry, Stephen M. and Amy Lucas, *Social Compass*, 2016; Peer-Reviewer for edited collection, 2015–17; Style Guide Editor (2018–19), Guest Co-Editor (2018–19); Guest Co-Editor (2018–19), *George Sand Studies*; External Reviewer, Promotion and Tenure, 2021.

Publications include Assoc. ed, *Écriture, performance et théâtralité dans l'œuvre de George Sand* (2014); Guest Co-ed, *George Sand Studies* (2018–19); Guest Co-ed, *George Sand Studies* (2020–21); contrib., *George Sand: Intertextualité et Polyphonie II: Voix, Image, Texte* (2011); work in the following journals: *George Sand Studies*, *Women in French Studies*, *Lingua Romana*, *Nineteenth-Century Music Review*, *Ars Lyrica*.

Statement:

With growing professional interests in employees with a liberal arts training, despite institutional devaluing of liberal arts programs, language and literature programs remain critical spaces of transformative education from core humanities courses to introductory language classes to specialized graduate seminars. In teaching, research, and service, we address enduring and urgent questions about justice, power, creativity, and meaning making; we engage with cultural narratives and give voice to those that have been silenced; and we navigate the spaces of metaphor, spaces between languages and borders, and spaces of erasure. In the current socio-cultural climate, there is an ongoing need for the work of our profession that has become only more apparent during the pandemic. Inequities in access to institutionally-supported remote learning and services for emotional and mental well-being, as well as to accurate communications about the health crisis, have heightened the need for active critical inquiry, ethical thinking, intercultural literacy, global perspectives, scholarly exchange, cross- and interdisciplinary collaboration, and community. If elected, I would actively promote academic freedom, encourage innovation, amplify marginalized voices, and advocate for the most vulnerable in our networks, while both promoting the value of nineteenth-century French studies within the larger profession and supporting scholarly inquiry and networks across fields.

241. Karen Quandt. Assistant Professor French, Wabash College

PhD, Princeton University. Institutional service: co-chair, Off-Campus Studies, Wabash College (WC) 2018– ; comm. member, Academic Planning, WC, 2020– ; comm. member, Teaching and Learning, WC, 2018–20; coordinator, Pi Delta Phi, National French Honors Society, University of Delaware, 2015–17. Previous appointments: University of Delaware, 2012–17. The Everett Helm Visiting Fellowship, The Lilly Library, Indiana University Bloomington, 2019; Delaware Difference Development Incentive, University of Delaware, 2014; Fulbright/French Government English Teaching Assistantship, 2002–03; Dissertation Completion Grant, Princeton University, 2008–09. Kaneb Award for Outstanding Graduate Teaching, University of Notre Dame, 2001. Peer reviewer, *Dix-Neuf, Nineteenth-Century French Studies*, *French Studies*, *Modern Language Notes*, *Nottingham French Studies*, 2016– ; Copyeditor, *Nineteenth-Century French Studies* (2017–).

Publications include guest coed., *Nottingham French Studies* (2019); contrib., *The Art of the Text: Visuality in Nineteenth- and Twentieth-Century Literary and Other Media* (2013); *Les Misérables and Its Afterlives: Between Page, Stage, and Screen* (2015), *French Ecocriticism: From the Early Modern Period to*

the Twenty-First Century (2017); work in the following journals: *Venti*, *Dix-Neuf*, *Nottingham French Studies*, *Nineteenth-Century Contexts*, *French Forum*.

Statement:

I am honored to stand for election to represent the LLC 19th-Century French Forum in the Delegate Assembly. Prior to securing a tenure-track position, I navigated the job market as well as a temporary part-time teaching position for a number of years, so I know firsthand the various significant challenges that young scholars face within the profession. Therefore, of central concern to me is meaningful mentorship for graduate students, adjuncts, visiting faculty, and junior faculty, which I would facilitate and encourage via networking at conferences, communication through MLA Commons, and exchanges on social media platforms. Navigating my tenure-track position at a small liberal arts college has galvanized the ways in which I approach curriculum building and teaching innovation; of pressing concern, aside from my scholarly pursuits within nineteenth-century French studies, is how I can best serve my students, whether that be through interdisciplinary projects, seeking collaboration with other institutions, or developing inclusive pedagogy and syllabi. Though my research focuses primarily on nineteenth-century French romantic poetry, I have routinely branched out into other areas such as visual art, environmental humanities, and gender studies, and I recently designed a course focused on social justice in modern French literature. As such, I have gained a wide network of colleagues both in the US and abroad, due to various research collaborations and professional service roles, and I would look forward to soliciting input and representing their interests as a member of the Delegate Assembly as we look towards the future of the profession.

LLC 20th- and 21st-Century German (1 contest)

242. Ervin Malakaj. Assistant Professor German, University of British Columbia, Vancouver

PhD, Washington University in St. Louis. Institutional service: Director of German program, Sam Houston State University (SHSU) 2015–18; Co-Chair, Diversity Committee for the College of Humanities and Social Sciences 2016–18; University-Wide Diversity Committee, SHSU, 2017–18; TT Faculty Search Committee in French and Spanish, SHSU, 2016–17; Steering Committee Member and Co-Founder, SHSU LGBTQI* Faculty and Staff Network, 2015–18. German Program Curriculum Revision Lead, University of British Columbia (UBC), 2019–20; Graduate Advisory Committee, UBC, 2019–21; UBC Public Humanities Hub Executive Committee 2020–22; Dept. Merit Review Committee 2019–20; Dept. Standing Committee 2018–present. Previous appointments: Sam Houston State University, 2015–18. Fulbright Research Fellowship, University of Tübingen, 2012–13; The Graduate School of Arts and Sciences Dissertation Completion Fellowship, Washington University in St. Louis, 2014–15; Mellon Summer Dissertation Seminar, WashU, 2015; Faculty-Student Research Grant to improve study abroad program, SHSU, 2017; Faculty Research Grant for book project on authorial agency, SHSU, 2017; Teaching Innovation Grant, SHSU, 2017; Hampton New Faculty Research Award, UBC, 2018–20; Scholarly Publication Fund, UBC, 2019; DAAD Conference Subvention Grant, UBC, 2020; Social Science and Humanities Research Council Connection Grant, UBC, 2020; Advancing Educational Renewal grant, UBC, 2020–21. UBC Green College Leading Scholar, 2019–21; Award for Achievement in Teaching Excellence, WashU, 2014. Graduate Student Caucus of the Modern Languages, Vice President (2012) and President (2013); Co-Editor, DDGC Blog, 2016–present; AP Reader German Culture, 2015–18; Chair, Small German Programs Special Interest Group, ACTFL, 2017–19; Co-Chair, Central/East/South European Cinemas Scholarly Interest Group, SCMS, 2019–22; Awards to Scholarly Publications Committee, Federation for the Humanities and Social Sciences, 2020–23; Co-Founder and Steering Committee Member, Diversity, Decolonization, and the German Curriculum, 2016–present; Executive Committee Second Language teaching and learning, MLA, 2020–23; Editorial Board Member, *Studies in Twentieth and Twenty First Century Literature*, 2020–present; Best Graduate Student Essay Contest Adjudication Committee, German Studies Association, 2020–21; Peer Reviewer for 2021 Annual Conference, German Studies Canada, 2020–21; Dissertation Award Adjudication Committee, German Studies Canada, 2020–21. MLA activities: forum exec. comm., LSL Second-Language Teaching and Learning, 2020–Jan. 2025.

Publications include coed. *Slapstick: An Interdisciplinary Companion* (2021); coed. *Diversity and Decolonization in German Studies* (2020); coed. *Market Strategies and German Literature in the Long*

Nineteenth Century (2020). Contrib. *Celluloid Revolt: German Screen Cultures and the Long 1968* (2019), *Fontane in the Twenty-First Century* (2019), *Market Strategies and German Literature in the Long Nineteenth Century* (2020), *Diversity & Decolonization in German Studies* (2020), *Transnational Education and German Studies* (2020), *Rethinking Jewishness in Weimar Film* (2020), *Outreach Strategies and Innovative Teaching for Small German Programs* (2020), *Slapstick: An Interdisciplinary Companion* (2021). ; work in the following journals: *Linguistics and Education*, *Applied Linguistics*, *Unterrichtspraxis/ Teaching German*, *German Quarterly*, *Neophilologus*, *Journal of the National Collegiate Honors Council*.

Statement:

I'm invested in labor justice and vigorously advocate for better academic working conditions. Through my work with the DDGC Scholarly Collective I have aimed to shape advocacy and mutual aid protocols that speak to various types of activities that make up German studies (research, teaching, and service). I'd be keen to continue this work as a delegate assembly member with the MLA.

243. Chunjie Zhang. Associate Professor German, University of California, Davis

PhD, Duke University, North Carolina. Institutional service: undergraduate faculty advisor, University of California, Davis, 2012–14, 2015–16; graduate faculty advisor, graduate studies in German, University of California, Davis, 2016–17, 2018–20; Member, graduate educational policy committee, University of California, Davis, 2017–19. Previous appointments: University of California, Davis, 2012–present; Montclair State University, 2011–12; Columbia University, 2010–11. Faculty Director, Migration and Aesthetics, digital research cluster funded by Davis Humanities Institute and Global Migration Center, UC Davis, 2020–21; Alexander von Humboldt Research Fellowship for Experienced Researchers, 2018–21; DAAD Research Fellowship for University Academics and Scientists, 2017; Hellman Fellowship, Hellman Foundation, 2015–16; Volkswagen Foundation / Mellon Foundation Fellowship, Dahlem Humanities Center, Free University, Berlin, Germany, 2014–15; National Endowment in the Humanities Summer Seminar Fellowship, Stanford University (Shanghai and Berlin: Cultures of Urban Modernism in Interwar China and Germany, directed by Russell Berman and Ban Wang), June–August 2011; Harper Schmidt Fellowship (Collegiate Assistant Professor), Society of Fellows, University of Chicago, 2011–15 (declined); INTERACT Postdoctoral Fellowship, Institute for Comparative Literature and Society, Columbia University, 2010–11. Chair, Book Prize Committee, German Studies Association, 2021; Chair, Program Committee, American Society for Eighteenth Century Studies, 2021–22; Member, Program Committee, American Society for Eighteenth Century Studies, 2020–21; Founding Editor, book series *Asia, Europe, and Global Connections*, Routledge, 2019–present; Member, Executive Board, *Deutsch-Asiatischer Studientag Literatur- und Geisteswissenschaften*, Free University and Humboldt University, Berlin, Germany, 2020–present; Member, Research Editorial Committee, *EuropeNow*, online journal of the Council for European Studies, 2019–21; Member, Srinivas Aravamudan Article Prize Committee, American Society for Eighteenth-Century Studies, 2018–19.

Publications include *Transculturality and German Discourse in the Age of European Colonialism* (Evanston, IL: Northwestern University Press, 2017); Editor, *Composing Modernist Connections in China and Europe* (London: Routledge, series *Studies in Twentieth-Century Literature*, 2019); contrib., *Bertolt Brecht's Me-ti and the Aesthetics of Translation: Universal Love, Mutual Benefit, and Transience* (2022), *Identity Freedom or On Choosing Who We Are* (2021), *Matthias Christian Sprengel (1746–1830): Slavery, the American Revolution, and Historiography as Radical Enlightenment* (2018), *Goethe's Chinesisch-deutsche Jahres- und Tageszeiten: Vernacular Universal, Erotica Sinica, and the Temporality of Nachträglichkeit* (2017), *Krusoe Robinsons Abenteuer. Technik, Identität und maritimes Bewusstsein in deutschen Robinsonaden um 1800* (2017), *Reading Goethe's Elective Affinities (Die Wahlverwandtschaften) through The Story of the Stone (Hong Lou Meng): Immanent Divinity, Vegetative Femininity, and the Mood of Transience* (2014), *Geschichtsphilosophie zwischen Eurozentrismus und Kritik der kolonialen Praxis in Johann Gottfried Herder* (2014), *German Indophilia, Femininity, and Transcultural Symbiosis Around 1800* (2013), *Social Disintegration and Chinese Culture* (2007); work in the following journals: *Critical Inquiry*, *Zeithistorische Forschungen / Studies in Contemporary History*, *The Germanic Review*, *European Review*, *German Quarterly*, *Seminar: A Journal of Germanic Studies*, *Goethe Yearbook*, *The Eighteenth Century*:

Theory and Interpretation, German Studies Review, Journal for Eighteenth-Century Studies, Colloquia Germanica, The Conversations, EuropeNow, Lu Xin Research Monthly.

Statement:

The global pandemic causes concerns about the future of scholarly collaboration and exchange of teaching and research ideas at conferences and in other formats. More concretely speaking, funding for attending conferences such as the MLA at smaller-scale institutions could become more scarce, support for graduate students and their career aspirations could lessen due to the possibility that the lack of personal contact could become a norm in the future, and social events that are crucial for forging collegiality, encouraging creativity in less formal settings, and developing longterm professional collaborations could disappear or only rarely happen. While language mediates communication and carries cultural specification, the lack of personal contact is a serious obstacle in the teaching and research of languages and literatures. As neuroscientists have informed us that our bodies absorb information that our brains don't even consciously process, language learning needs to happen in an in-person environment so that learners can imitate and apply a foreign language in a more natural manner.

If I were to be elected a member of the delegate assembly, I would like to find ways to support and enable more collaboration and exchange to possibly minimize the enduring ramifications of the pandemic on the MLA community. Colleagues from all kinds of institutions could attend the conference and share ideas, graduate students could meet their potential mentors and their future professional peers, and the research scholarship could become even more creative and reality-based.

LLC Irish (1 contest)

244. Paige Reynolds. Professor English, College of the Holy Cross

PhD, University of Chicago. Institutional service: Committee on Faculty Scholarship (2021–23, 2007–09); Board of Directors, Alumni Association (2012–13, 2018–19); Faculty Representative, Athletic Council (2014–17); Director, English Honors (2018–19); Committee on Tenure and Promotion (2010–12); Committee on Faculty Affairs (2003–05, 2008–10), Administrator, Edward Callahan Support Fund for Irish Studies (2007–present); Dinand Library Committee, Managing the Collection (2016); Faculty Forum Director (2011–12); Graduate Studies Committee (2000–17), and more, Holy Cross. Williams Faculty Grant (2017); Charles and Rosanna Batchelor (Ford) Foundation Grant (2021, 2018, 2015, 2012, 2008, 2001), Research and Publications Awards (2019, 2018, 2015, 2013, 2010, 2004, 2003, 2002), Holy Cross. Visiting appointments: William B. Neenan Visiting Fellowship, Boston College-Ireland, 2013. Mary Louise Marfuggi Faculty Award for Outstanding Scholarship 2021; Arthur J. O'Leary Faculty Recognition Award, 2015; Honorable Mention, Donald Murphy Prize for Distinguished First Book, American Conference for Irish Studies, 2007; Roger McHugh Award for Outstanding Learned Essay in Irish Studies, *New Hibernia Review*, 2003. Co-director, Modernism Seminar, Mahindra Humanities Center, Harvard University (2010–19); Editorial Board for *New Hibernia Review*, *Canadian Journal of Irish Studies*, *Irish University Review*, Anthem Press Irish Studies Series; Co-host, Annual Conference (2015) and Book Award Selection Committee (2012), MSA; Committee for Krause Graduate Student Fellowship (2020), Literature Representative, Executive Committee (2013–15), Subcommittee on Publications (2010–present), Committee for Robert Rhodes Prize (2009); Committee for Michael J. Durkan Prize, Books on Language and Culture (2002–05), Committee for Donald Murphy Prize (2001), ACIS; At-Large Representative (2001–03), NEACIS; Advisory Board, Gate Theatre Research Network (2018 - present); Referee for numerous peer-reviewed journals and reader for numerous academic presses. MLA activities: forum exec. comm., LLC Irish, 2016–Jan. 2021.

Publications include *Modernism, Drama, and the Audience for Irish Spectacle* (2007); ed. *The New Irish Studies* (2020); coed., *Irish Literature in Transition, 1980-2020, vol. 6* (2020); guest ed., *Irish University Review* (2018); ed., *Modernist Afterlives in Irish Literature and Culture* (2016); guest ed., *Eire-Ireland* (2011); coed., *Pearson Custom Introduction to Literature* (2005–12); contrib., *Modernism and Close Reading* (2020), *Irish Literature in Transition, vol. 4* (2020), *Irish Literature in Transition, vol. 6* (2020); *A History of Irish Modernism* (2019); *A History of Modern Irish Women's Literature* (2018); *Oxford Handbook of Modern Irish Theatre* (2016); *A History of Modernist Poetry* (2015); *The Irish Dramatic Revival 1899–*

1939 (2015); *Ireland and the New Journalism* (2014); *Rural Ireland: The Inside Story* (2012); *Synge and His Influences: Centenary Essays from the Synge Summer School* (2010); *Hollywood in the Neighborhood: Historical Case Studies of Local Moviegoing* (2008); *Irish Women and the Vote: Becoming Citizens* (2007); *Playboys of the Western World: Production Histories* (2004); work in the following journals: *Eire-Ireland*, *New Hibernia Review*, *Canadian Journal of Irish Studies*, *Irish University Review*, *Breac*, *Alluvium*, *Modern Drama*, *Modernism/modernity*, *Twentieth Century Literature*.

Statement:

I am committed to imagining how we might sustain the energy, focus, and intellectual acumen that has long characterized the interdisciplinary field of Irish Studies—and to sharing those lessons with the field more generally. As a member of the Irish Forum, I helped develop programming that might interrogate the role that area studies plays not only in bridging different disciplines, but also in identifying “real world” interventions the field enables, from initiatives in the public humanities to professional support for graduate students. Irish literature and culture offer valuable sites of inquiry, both cultural and methodological, that are meaningful to an increasingly global, comparative, and inclusive MLA.

245. Matthew Reznicek. Associate Professor English, Creighton University

PhD, Queen’s University Belfast. Institutional service: George Mitchell Scholarship Faculty Director, Creighton University, 2015–present; Marshall Scholarship Faculty Director, Creighton University, 2015–present; You Are Here: Interdisciplinary Conference, Faculty Chair, 2015–21; Faculty Senate, Creighton College of Arts and Sciences, 2016–Present; Graduate Board, Member, 2017–20; Committee on the Status of Women, Creighton University, 2018–21; Co-Chair MA in English, Creighton University, 2018–19; Associate Chair, Department of English, Creighton University, 2019–present; Honors Board, Creighton University, 2020–present; M1 Medical Humanities Course Director, School of Medicine, Creighton University, 2020–present; School of Medicine Strategic Planning Committee, Creighton University, 2021–present. Previous appointments: Temporary Lecturer, Queen's University Belfast, 2013–14; Graduate Teaching Assistant, Queen's University Belfast, 2011–13. Center for Undergraduate Research Summer Faculty Research Fellowship, Creighton University, 2021; Magis Core Curriculum Development Grant, Creighton University, 2020; Dr. George F. Haddix President’s Faculty Research Fund, Creighton University, 2019; Center for Undergraduate Research Summer Faculty Research Fellowship, Creighton University 2019; Kingfisher Institute Curriculum Innovation Fellowship, Creighton University, 2019; Kripke Center for the Study of Religion and Society Research Grant, Creighton University, 2019; Haddix Faculty Development Travel Grant, Creighton University, 2018. Iggy Teaching Award, Creighton University, 2016; Iggy Teaching Award, Creighton University, 2019; Iggy Teaching Award, Creighton University, 2021. Literary Studies Disciplinary Representative (2017–19), Robert Rhodes Prize for Books on Literature Chair (2017–19); Midwest Regional President (2019–21); Midwest Regional Conference Organizer (2020); Vice President (2021–), American Conference for Irish Studies; Associate Editor (2021–) *Journal of Philosophy, Ethics, and Humanities in Medicine*; External Reviewer (2020–21) Bucknell University Press; External Reviewer (2020) *Irish University Review*; External Reviewer (2017) *Eighteenth-Century Studies*.

Publications include *The European Metropolis: Paris and Nineteenth-Century Irish Women Novelists* (2017); coed. *The Irish Bildungsroman 1800–Present*, (Forthcoming Syracuse UP); contrib., *Teaching the Eighteenth Century Today* (2022), *Race in Irish Literature and Culture* (2022), *The Real Charlotte: A Critical Edition* (2022), *Irish Urban Studies: A Festschrift* (2022), *The Routledge Companion to Literature and Class* (2021), *Irish Women’s Writing at the Turn of the 20th Century* (2019), *Travelling Irishness in the Long Nineteenth Century* (2017), *New Critical Perspectives on Franco-Irish Relations* (2015); work in the following journals: *New Hibernia Review*, *The Irish University Review*, *Nineteenth Century Literature*, *Women's Studies: An Interdisciplinary Journal*.

Statement:

No statement provided.

LLC 17th-, 18th-, and 19th-Century Italian (1 contest)

246. Jonathan Hiller. Associate Professor languages, Adelphi University

PhD, University of California, Los Angeles. Institutional service: Director of International Studies Program, Adelphi University, Fall 2020–present. Previous appointments: University of California, Santa Barbara, 2009–10; University of California, Los Angeles, 2009–10; University of California, Los Angeles Extension, 2004–08; Los Angeles Harbor College, 2005–09. UCLA Dissertation Year Fellowship (2008–09); Research scholarship at Umberto Eco’s Scuola superiore di studi umanistici, Bologna (2007). Participant, AAC&U General Education Conferences, 2019 and 2021. MLA activities: forum exec. comm., LLC 17th-, 18th-, and 19th-Century Italian, 2020–Jan. 2025.

Publications include *Paolina (Mysteries of the Figini Lodge)* (2017): Literary translation of I. U. Tarchetti’s *Paolina*. Wellesley, MA. Dante University Press. *The Lombroso Handbook*, Routledge (2013): “Lombroso, Literature and Opera.” Ed. Paul Knepper; work in the following journals: *Journal of Italian Translation*, *Forum Italicum*, *Journal of Modern Italian Studies*, *La Fusta*, *Modern Language Notes*.

Statement:

In this role, I would strongly encourage my colleagues in the MLA to address the following issues, to my mind crucial in allowing Italian Studies to continue to be relevant in the contemporary world:

- * Improving in matters pertaining to DEI, in particular, supporting scholarship on the writing of women, immigrants, and other underrepresented authors in the Italian language.
- * Using technology in novel ways to improve our understanding of literature (digital humanities)
- * Championing the translation from Italian of works hitherto unknown in English, especially those of underrepresented authors
- * Promoting the study of works in dialect and regional Italian
- * Encouraging interdisciplinary work connecting Italian literature to other fields, especially music.

247. Rachel A. Walsh. Associate Professor Italian, University of Denver

PhD, University of Chicago. Institutional service: New Faculty Mentor, University of Denver (DU), 2016-present; Assessment Fellow, DU, 2017–present; Member, DU Impact 2025 One Book, One DU Selection Committee, DU, 2018–19; Member, Member, HLC Accreditation Committee for the Office of the Provost, Criterion 4, DU, 2019–20; Chair, Pre-tenure and Tenure Review, Department of Languages and Literatures, DU, 2019–20; Department Head, Languages, Literatures & Cultures (LL&C), DU, 2019–20; Member, University-Wide Job Search, Director of the Center for World Languages and Cultures and Director of the Office of International Education, DU, 2020; Chair, Departmental Job Search Committee, Teaching Assistant/Associate Professor of Hebrew, adjunct faculty in Russian, Chinese, Japanese, and German, DU, 2020; Department Chair, LL&C, DU, 2020–present; Member, College of Arts Humanities & Social Sciences (CAHSS) Teaching Capacity Review Committee, DU Winter-Spring 2021; Member, CAHSS Administrative & Staff Support Advisory Task Force, Summer 2021. Italian Cultural Institute, Chicago, IL, 2008; Women’s Library Association Grant, University of Denver (DU), 2008 and 2009; Center for Teaching and Learning 20K Grant, DU, 2008; Internationalization Grant, DU, 2009 and 20011; Faculty Research Fund Grant, DU, 2009; Anna Maglione-Sie Endowment Italian Faculty Grant, DU, 2010–present, Walter Rosenberry Fund, DU, 2011 and 2015; Monticello College Foundation Long-Term Fellow in Residence, Newberry Library (2012–13); College of Arts Humanities & Social Sciences COVID funding, DU, 2020; Center for Innovation in the Liberal and Creative Arts grant, DU, 2021. Faculty Adviser of the Year, Division of Student Life, University of Denver (DU), 2012; Recognized Faculty Member, The Most Outstanding University of Denver Research, Scholarship and Creative Work Faculty, Office of the Provost; DU, 2012 and 2014; Recognized Faculty Member, Meaningful Positive Impact as an Alumni Mentor/Adviser, Office of the Provost, DU, 2014 and 2015; Recognized Faculty Member, Faculty Career Champions Breakfast, University of Denver, Career & Professional Development Office, DU, 2017. External Reviewer (2013), John Wiley & Sons; Editorial Advisor (2014), Gale/Cengage Publishing; Manuscript Reviewer (2017–18), University of Toronto Press; Chair, Program Committee (2020), Member, Program Committee (2019), ASECS; Expert External Reviewer (2020), Swiss National Science Foundation. MLA

activities: forum exec. comm., LLC 17th-, 18th-, and 19th-Century Italian, 2013–Jan. 2018; Delegate Assembly, 2016–Jan. 2017.

Publications include *Ugo Foscolo's Tragic Vision in Italy and England* (2014). contrib., *Italian Outside of Italy - The Situation in Canada, USA and the English-Speaking World* (2012), *Atti I, Luoghi e tempo nella cartografia* (2006), *A Well-Fashioned Image: Clothing and Costume in European Art, 1500–1850* (2002); work in the following journals: *Italica*, *Giornale storico della letteratura italiana*, *Rassegna europea della letteratura italiana*, *Modern Language Notes*, *Quaderni d'italianistica*.

Statement:

No statement provided.

LLC Japanese to 1900 (1 contest)

248. Charlotte Eubanks. Professor comparative literature, Japanese, and Asian studies, Pennsylvania State University, University Park

PhD, University of Colorado, Boulder. Institutional service: Head, Department of Comparative Literature, Penn State University Park (PSU) 2019–present; University Teaching Fellow, PSU 2018–2019; Associate Editor, *Verge: Studies in Global Asias* 2016–present; Associate Editor, *CLS: Comparative Literature Studies* 2016–present; Director of Graduate Studies for Comparative Literature, PSU 2015–18; Director of Undergraduate Studies for Asian Studies, PSU 2011–14. Previous appointments: Lecturer of Classical Japanese Language & Literature, University of Virginia, 2005–06; Graduate Part-Time Instructor, University of Colorado, 2000–05; Assistant Instructor, Indiana University 1998–99; Assistant Language Teacher, Japan Exchange and Teaching Program, 1994–96. NEH Summer Institute “Investigating Consciousness: Buddhist and Contemporary Philosophical Perspectives,” 2012; University of Maryland Miller Center for Historical Studies, 20th Century Japan Research Award, 2012; NEAC Research in US Collections Grant, 2014; Friends of the Princeton Library, Cotsen Collection Research Grant, 2014; Columbia University Schoff Publication Fund, 2018. Teaching and Pedagogical Leadership Award, University of Colorado-Boulder, 2003; Outstanding New Associate Professor, PSU, 2014; University Teaching Fellow, PSU, 2018–19. Co-organizer. Mid-Atlantic Region Association for Asian Studies Annual Conference, PSU, 2010; Co-organizer, “Collecting Asia” Symposium, PSU (2013); Organizer, Association for Japanese Literary Studies (AJLS) Annual Conference, PSU (2016); Organizer, Asian Studies Summer Institute: “Trans-Asian Indigeneity.” PSU (2017); Paterno Fellows Honors Program, PSU, Advisory Board (2017–20); Humanities Institute, PSU, Advisory Board (2018–2021). MLA activities: forum exec. comm., LLC East Asian, 2011–Jan. 2016; forum exec. comm., LLC Japanese to 1900, 2016–Jan. 2018.

Publications include *Miracles of Book and Body: Buddhist Textual Culture and Medieval Japan* (2011), *The Art of Persistence: Akamatsu Toshiko and the Visual Cultures of Trans-War Japan* (2020); work in the following journals: *Book History*, *Ars Orientalis*, *Harvard Journal of Asiatic Studies*, *PMLA*, *Verge: Studies in Global Asias*, *Symposium*, *Marvels & Tales*, *Word & Image*, *Japanese Journal of Religious Studies*, *Asian Ethnology*.

Statement:

No statement provided.

249. Matthew Fraleigh. Associate Professor East Asian literature and culture, Brandeis University

PhD, Harvard University. Institutional service: Chair, Program in Comparative Literature, Brandeis University, 2013–19; First Year Book Committee, Brandeis University, 2017– ; Co-Chair, Program in East Asian Studies, Brandeis University, 2018– ; Committee on Academic Standards and Policy, Brandeis University 2019– . Fulbright Graduate Research Fellow, 2000–01; Blakemore Fellowship, National Taiwan University, 2002–03; Postdoctoral Fellow, Reischauer Institute for Japanese Studies, Harvard University, 2005–06; JSPS Postdoctoral Fellow/Visiting Research Scholar, University of Tokyo, 2009–10; Invited Visiting Scholar, Kyoto University, 2012; Northeast Asia Council, Association for Asian Studies Japan Research Travel Grant Award, 2014; Japan Foundation Research Fellowship, 2015–16; Hakuhodo

Foundation Japan Research Fellowship, 2021–22. Visiting appointments: Harvard University, 2013–14, Visiting Associate Professor; Kyoto University, Apr. 2016–Dec. 2016, Visiting Associate Professor; Columbia University, 2017–19, 2021, Adjunct Associate Professor (summers to teach classical Japanese at Kyoto Consortium for Japanese Studies). Japan-US Friendship Commission Prize for the Translation of Japanese Literature, 2011; William Sibley Prize for the Translation of Japanese Literature, 2012. Selection Committee, SSRC Japan Advisory Board, 2013–15; New England Representative to Council of Conferences, Association for Asian Studies, elected 2018–21; Chair, Association for Japanese Literary Studies, 2018–present; Member, Editorial Board for the East Asian Comparative Literature and Culture series at Brill, 2020–. MLA activities: Program Committee, 2013–15; forum exec. comm., LLC Japanese to 1900, 2016–Jan. 2020.

Publications include *Plucking Chrysanthemums: Narushima Ryūhoku and Sinitic Literary Traditions in Modern Japan* (2016). trans., *New Chronicles of Yanagibashi & Diary of a Journey to the West: Narushima Ryūhoku Reports from Home and Abroad* (2010). Contrib., *Modern Japanese Writers* (2001), *Reading Material: the Production of Narratives, Genres, and Literary Identities* [PAJLS 8] (2007); *Serizawa: Master of Modern Japanese Textile Design* (2009); *Parody* [PAJLS 10] (2009); *Shin Nihon koten bungaku taikai Meiji hen geppō* (2009); *Nihon ni okeru bun to bungaku* (2013); *Rhetoric and Region: Local Determinants of Literary Expression* [PAJLS 14] (2013); *The Cambridge History of Japanese Literature* (2015); *The Oxford Handbook of Modern Chinese Literatures* (2016); *Bunka sōchi toshite no Nihon Kanbungaku* (2019); *Nihon kanbungaku no shatei: sono hōhō, tassei to kanōsei* (2019); *Rethinking the Sinosphere: Poetics, Aesthetics, and Identity Formation* (2020); *In the Ruins of the Japanese Empire: Imperial Violence, State Destruction, and the Reordering of Modern East Asia* (2020)J; work in the following journals: *Japan Forum*, *Harvard Journal of Asiatic Studies*, *London Review of Books*, *Japanese Studies*, *Kokugo kokubun*, *International Journal of Asian Studies*, *East Asian History*, *Monumenta Nipponica*, *Review of Japanese Culture and Society*, *Kyōto Daigaku kokubungaku ronsō*.

Statement:

Over the last ten years, we have seen tremendous progress toward greater inclusion of scholarship focused on East Asian literary traditions and participation by scholars with expertise in East Asian texts at the Modern Language Association. In the course of serving one term each on the Program Committee (2013–15) and on the inaugural executive committee of the Pre-1900 Japanese Literature, Language, and Culture Forum (2016–20), I have been encouraged by the various collaborative panels that our members have proposed. MLA is, for many scholars working in Japanese literature, just one of several national conferences that are important to our field. Given the limitations that we all face on our time and resources, I hope that in the future we can take even greater advantage of the unique opportunities that the MLA offers to engage in interdisciplinary and comparative research beyond the framework of Japanese or even Asian Studies. As a representative of the Pre-1900 Japanese Literature, Language, and Culture Forum to the Delegate Assembly, it would be my priority to seek ways to foster such collaborative initiatives between specialists in premodern Japanese literature and those working in other traditions: both those focusing on comparative research questions as well as those taking up matters of shared professional concern (such as the role of language pedagogy, the significance of scholarly translation, and the changing academic publishing landscape).

LLC Colonial Latin American (1 contest)

250. Sarah Finley. Associate Professor modern and classical languages, Christopher Newport University PhD, University of Kentucky. Institutional service: Director, Latin American Studies Minor, Christopher Newport University (CNU), 2018–21; Member, Graduate Council, CNU, 2018–present; Coordinator, College of Arts and Humanities Scholarship Matters Lecture Series, CNU, 2018–present; Chair, Assessment and Program Review Graduate Committee, CNU, 2019–present; Chair, Department of Modern Languages and Literatures Outstanding Capstone Paper Award Committee, CNU, 2019–present; Member, Strategic Planning Committee for the College of Arts and Humanities, CNU, 2019–present. Previous appointments: Kenyon College, 2014–15. Faculty Development Grant, Christopher Newport University (CNU), 2017; Faculty Development Grant, CNU, 2018; Grant to organize symposium at the William Andrews Clark Memorial Library, University of California, Los Angeles, 2020; Faculty Development Grant,

CNU, 2020. Provost's Award for Faculty Excellence in Teaching Writing, Christopher Newport University, 2019. Grupo de Estudios sobre la Mujer en España y las Américas (pre-1800), Secretary (2015–19), Second Vice-President (2019–present).

Publications include *Hearing Voices: Aurality and New Spanish Sound Culture in Sor Juana Inés de la Cruz* (2019); work in the following journals: *Revista de Estudios Hispánicos*, *Calíope: Journal of the Society for Renaissance and Baroque Hispanic Poetry*, *Boletín de Monumentos Históricos*, *The Senses and Society*.

Statement:

As a scholar of sound in the early modern Hispanic world, intersections of literature, musicology and performance are a cornerstone of my intellectual life. Academic networks like the MLA have been significant for my professional development, and it would be a privilege to represent the Colonial Latin American forum on the Delegate Assembly.

It is an exciting—but challenging—time for the discipline, and I pledge thoughtful service. During the coming years, I am particularly interested in supporting graduate students, early career scholars and contingent faculty of all identities. Moreover, as faculty at a liberal arts college, I staunchly champion the relevance of languages, literatures and cultures for higher education, regardless of one's primary discipline.

Previous experience has prepared me well for this position. During 6 years on the board of the Grupo de Estudios sobre la Mujer en España y las Américas (pre-1800), I have aided in planning 3 international conferences, including our first virtual event in October 2020. We organize inclusive events that welcome scholars from 3 continents and at all stages of their careers. At Christopher Newport University, I am an active member of both the Strategic Planning Committee for the College of Arts and Humanities and the Graduate Council. Through such work, I advocate for my field at an institutional level. On the Delegate Assembly, I will broaden my interests in these areas by promoting the Colonial Latin American forum and our discipline on a national scale.

251. Luis Fernando Restrepo. University Professor and Director comparative literature and cultural studies, University of Arkansas

PhD University of Maryland, College Park MD. Institutional service: Spanish Graduate Advisor, University of Arkansas (UA) 2003–04; Director, Comparative Literature and Cultural Studies (UA) 2004–08 and 2016–present; Founding Director, La Oficina Latina (UA) 2011–16, Assistant Vice Chancellor for Diversity (UA) 2009–16 (UA); Spanish Section Chair (UA) 2016–20. NEH Teaching with Technology Grand Co-pi, 1996; Undergraduate Research Mentor, SURF Grant University of Arkansas, 1998; U.S. Fulbright Scholar Program, 2000 teaching research award, Pontificia Universidad Javeriana, Bogotá, Colombia; Vatican Film Library, U St. Louis, Andrew Mellon Fellowship, 2002; Fulbright College UA, Summer Research Grant, 2005; Teaching Faculty Support Ctr. UA 2010; College Access Challenge Grant, Arkansas Department of Higher Education 2011; Arkansas Humanities Council Grant, 2012; Honors College Interdisciplinary Initiative Grant (UA) Co-pi 2012; Faculty Collaboration Grant, Office of the Provost (UA) co-pi 2014; Service Learning Office Grant, UA 2017; University Libraries Open Source Grant, UA 2018; TELF Fulbright Visiting Grant for Iraq, co-PI U.S. State Department, 2019; Chancellor's Humanities Grant Co-Pi 2020. Visiting appointments: Pontificia Universidad Javeriana, Departamento de Literatura (2000) Visiting Fulbright Scholar; Universidad de Antioquia, Maestría en literatura colombiana (2005, 2006, 2012, 2014, 2018) (summers) Visiting Professor; Universidad Eafit, MA en Hermeneutica, (2013) Visiting Professor; Universidad de Buenos Aires, MA in South American Cultural Heritage (online) (2015, 2018, 2020) Visiting Professor. Master Teaching Assistant, Center for Teaching Excellence, University of Maryland, College Park, 1994; Fulbright College Summer Grant 1997; Second Place, National History Award, Colombia, 1997; Top 50 Colombian Academics in the U.S. *Revista Poder 360* 2008 (July issue); Lifetime Achievement Award, Lideres de Corazón, ALPFA Association of Latino Professionals 2013; Sueño Americano Award LULAC (League of United Latin American Citizens) Little Rock 2015; Lifetime Achievement Award, Latino Alumni Society, University of Arkansas, 2017; Roggiano Literary Criticism Award, Instituto Internacional de Literatura Iberoamericana IILI, 2014. LASA Colombia Section Advisory Committee (1997–2003); Fulbright Senior Scholar Program Peer Review Committee (2001–03); Colonial

Latin American Organization Vice President (2003–08); Scholars at Risk UA Rep. (2002–); LASA Colombia Section Co Chair (2003–04); Program Committee Jornadas Andinas de Literatura Latinoamericana (2006); LASA Congress Colonial & 19th Century Track Chair (2006); Program Co Organizer Indigenous Studies Symposium Gutenberg U (2007); Program Committee Early Americas Bordelines Conference (2010); Program Committee Seminario de Narrativas, U Eafit (2014); Program Committee Translation and Transmissions U Maryland (2016); Roggiano Literary Award Jury, Instituto Intl de Literatura Iberoamericana (2016); Executive Committee Association of Departments and Programs of Comparative Literature (2018–present); Fulbright U.S. Students National Selection Committee (2020, 2021); Scientific Committee, Congress, Instituto Intl de Literatura Iberoamericana, Reims (2021). MLA activities: Div. on Colonial Latin American, 1999–2003; Delegate Assembly, 2001–2003; forum exec. comm., CLCS Renaissance and Early Modern, 2018–Jan. 2023.

Publications include *El Estado impostor: Apropiaciones de la Memoria Muisca y de la America Indigena* (2013), *Antologia Critica de Juan de Castellanos* (2004). Reprinted 2018., *Un Nuevo Reino Imaginado: Las Elegias de varones ilustres de Indias* (1999, second edition 2020). Coeditor *El malestar del posconflicto. Aportes de la critical cultural y literaria* (2018); Coeditor, *Narrativas en vilo entre la estetica y la politica* (2016); Coauthor *First Encounters in the Mississippi Valley* (2000). contrib., *Rise of Spanish American Poetry* (2019), *Bartolome de las Casas. History, Philosophy and Theology* (2019), *Narrativas en vilo entre la estetica y la politica* (2016), *Dialogos en patrimonio cultural* (2015), *Literatura y dialogos transatlanticos* (2015), *Intolerancia y globalización* (2014), *Sujetos Múltiples. Colonialidad, indigenismo y feminismo* (2014), *Native American Studies Across Time and Space* (2010), *Creole Subjects in the Colonial Americas* (2009), *A Companion to Latin American Philosophy* (2009), *Poeticas de lo criollo* (2009), *Epica y Colonia* (2008), *Jesuit Knowledge, Natural Histories & the New World* (2005), *Los Muiscas: representaciones, cartografias y etnopoliticas* (2005), *Latin American Studies: A Companion* (2003), *Cultural Studies in the Curriculum: Teaching Latin Am.* (2003), *Mapping Colonial Spanish America* (2003), *Colonialism Past and Present* (2002), *Concepciones de la Conquista* (2001), *Primitivism and Identity in Latin Am* (2000); work in the following journals: *MLN*, *Revista Iberoamericana*, *Comparative Literature Studies*, *Revista Canadiense de Estudios Hispánicos*, *Cuadernos de Literatura*, *Pensamiento y Acción*, *Revista Universidad Pontificia Bolivariana*, *Dieciocho: Hispanic Enlightenment*, *Thesaurus Boletín del Instituto Caro y Cuervo*.

Statement:

As neoliberal pressures on language departments, the humanities and higher education institutions increase, it is paramount to join forces through organizations such as the MLA to make higher education accessible to all (without racism, sexism, homophobia, xenophobia, classism, ageism and the like), advocate for academic freedom worldwide, and fair employment conditions for all university personnel (faculty, staff, graduate students). As an organization, I believe that we must strive to make the MLA more multilingual (all publications are in English) and more international (i.e. regional delegates are only from the U.S. and Canada). In a few words, I want to stress that there is much at stake so we need for all members to open their eyes and get involved: Agúzate que te están velando!

LLC 19th-Century Latin American (1 contest)

252. Patricia Arroyo Calderon. Assistant Professor Spanish and Portuguese, University of California, Los Angeles

PhD, Ohio State University. Institutional service: Academic and Administrative Coordinator to the Máster Europeo en Estudios Latinoamericanos “Complejidad Cultural y Diversidad Social,” [European Masters in Latin American Studies “Cultural Complexity and Social Diversity,”] Universidad Autónoma de Madrid-Université de Toulouse II-Università degli Studi di Torino (Spain-France-Italy), 2009–10; Co-Founder and Inaugural Chair of the Central American Studies Working Group, Latin American Institute, University of California, Los Angeles, 2018–20. Mellon-EPIC Fellowship, 2018; Dean of the College of Humanities Discretionary Fund, University of California, Los Angeles, 2018; Research Enabling Grant, Council of Research, UCLA, 2017–18; Presidential Fellowship, Ohio State University, 2014–15; Mario Iglesias Award, The Ohio State University, 2013; Global Gateway Research Abroad Grant, Ohio State

University, 2013; International Affairs Grant, Ohio State University, 2013; FPU Scholarship, Science and Technology Ministry of Spain, 2002–06. Thesis Excellency Award, Universidad Autónoma de Madrid (Spain), 2011; Honorary Fellow of the Fundación María y Antonio Goubaud (MAG), Guatemala City (Guatemala), 2018–present; Golden Award, Asociación Cultural Vicenta Laparra de la Cerda (Guatemala), 2020. Organizer of conferences and symposia, “Las mujeres de la Generación del ’20 y su legado,” Fundación MAG, 2020; “Trauma, Memory, and Justice in Central American and Mexican Culture,” UCLA, 2018. Co-organizer of conferences and symposia, “Feminismos hoy en Guatemala: Trayectorias, diversidades y perspectivas de future,” Fundación MAG, 2019; “After the Genocide: Indigenous Struggles for Justice and the Impact of Court Trials in Guatemala,” UCLA, 2018; “Foundational narratives of self and nation: history, memory and subjectivities in Latin America,” Ohio State University, 2012. Production Editor, *alter/nativas: latin american cultural studies journal*, 2013–14.

Publications include *El largo siglo XX en Guatemala y Latinoamérica: Mujeres, guerrillas y élites como agentes del cambio social* (2002); *Sentimientos morales y virtud en la construcción de la ciudadanía en América Central (1880–21)* (2013). Coed., *Antología crítica de ensayos. De Guinea Ecuatorial a las literaturas hispanoafricanas* (2010); *Pensar los Estudios Culturales desde España. Reflexiones fragmentadas* (2012). Contrib., *Teaching Central American Literatures in a Global Context* (forthcoming 2021); *Futuros del pasado. Quince miradas hacia la historia y la memoria* (2014); *Mujeres en el bicentenario de la creación de la República de Guatemala* (2012); *Culturas Políticas: de teoría y método* (2010); *El lenguaje de los ismos: Algunos conceptos de la modernidad en América Latina* (2010); *Diccionario biográfico de parlamentarios españoles* (2010); *Redes intelectuales y formación de naciones en España y América Latina, 1890–1940* (2005); *Historia: ¿principio del fin o fin del principio?* (2003) work in the following journals: *Lectora. Revista de Dones i Textualitat*, *Entre Diversidades. Revista de Ciencias Sociales y Humanidades*, *Hispanic Review*, *Revista de Estudios Digital*, *Cuaderno de Profesores*, *Cultura de Guatemala*, *Tradiciones de Guatemala*.

Statement:

My research, teaching, and service focus on Central American literatures and cultures, as well as on the racially, culturally, and linguistically diverse Central American communities in the Isthmus and the diaspora. While I am particularly interested in exploring the cultural landscape of late 19th and early 20th century in the region (with an emphasis on reconstructing the networks and textual production of Central American women intellectuals), my research and teaching highlight the myriad connections between the structural transformations and social imaginaries brought by the 19th century, and the realities of late 20th and 21st centuries.

As such, if elected for the position in the LLC 19th-Century Latin American Forum to which I have been nominated, I would strive to: 1) Foster the dissemination of research on areas of the continent that are currently underrepresented in 19th century Latin American studies; 2) Encourage the efforts to highlight the importance of understanding 19th century structural transformations and cultural dynamics in order to address current continental challenges, including —but not limited to— issues of racial, gender, and economic inequality, climate and health crises, etc.; 3) Foster year-round conversations between 19th-century Latin Americanists on the current state of the field, and to showcase new directions within the field; 4) Encourage the strengthening of the ties between the MLA 19th-century Latin America Forum and other networks of 19th-century scholars based in Latin America, the US, and Europe; and 5) Put additional effort in promoting, showcasing, and supporting each other’s work within the MLA and beyond.

253. Luz Ainaí Morales Pino. Professor Letters and Human Sciences, National University of San Marcos

PhD, University of Miami, Coral Gables, Florida. Institutional service: Assistant Professor in Latin American Literature, Universidad Nacional Mayor de San Marcos (2019–to date); Training Coordinator in the use of Databases for teaching and research, Universidad Nacional Mayor de San Marcos (2020–to date); Coordinator of the Undergraduate Program in Latin American Literature, Universidad Nacional Mayor de San Marcos (2020–to date). University of Miami, Department of Modern Languages and Literatures: Beca de Verano para realizar trabajo de investigación en Caracas-Venezuela (2016), Tinker Field Research Grant to conduct research in Caracas and Lima (2014), University of Miami, Department of Modern Languages and

Literatures: Summer Grant to Conduct Research in Caracas and Lima. Project Title: “Word, Image and Gaze: Mapping and Unraveling Competing Visualities in a Nineteenth-Century Peruvian Archive,” University of Miami, Department of Modern Languages and Literatures (2013). Visiting appointments: Visiting Professor of Spanish Language and Culture at the ILCE (Instituto de Lengua y Cultura Española), Universidad de Navarra (2019); Visiting Professor of the Graduate Program in Spanish American Literature, Universidad Simón Bolívar (2021). Outstanding Graduate Student (University of Miami), 2014. CONFERENCES ORGANIZED: Co-Organizer of the Congress *Proyectos estético-políticos y redes intelectuales femeninas de entresiglos en América Latina* (2021); Co-Organizer of the Congreso Perú XIX, Universidad Nacional Mayor de San Marcos, (2019); Co-Organizer of the Conference *Cuerpos y figuras de artista en la modernidad hispanoamericana*, Universidad Nacional Mayor de San Marcos (2017); Co-Organizer of the Congress *Tramas del modernismo. Literatura, prensa y cultura visual (1880–1920)*, Universidad Nacional Mayor de San Marcos (2016); Co-Organizer of the Conference *Cyberaesthetics and Narrative. Conferencia de Estudiantes de Posgrado en el Departamento de Lenguas Modernas y Literatura*, University of Miami (2012). Panels Co-Organized: “Gendered Literary Forms and the Re-Significations of Modernity,” LASA 2021; “Cuerpos e identidades: escritoras, redes intelectuales y feminidades en transformación en América Latina y el Caribe (JALLA, 2020).

Publications include *Éticas y estéticas de la profanación: el entre siglos más allá del modernismo (Perú-Venezuela, 1880–1915)*. Chile: Editorial Cuarto Propio (in Press); Morales Pino, L. (2008) *Juan Germán Roscio: La subversión de la palabra*. Caracas: Universidad Católica Andrés Bello. CoEd, *Arte, artista y campo artístico: concepciones, inscripciones y poéticas en el contexto latinoamericano*. Lima: Fondo Editorial Universidad Nacional Mayor de San Marcos. ISBN: 978-9972-46-682-3. “Las éticas-estéticas de la profanación en el entre siglos: el caso de Herencia (novela peruana) (1895), de Clorinda Matto de Turner.” En Ana Peluffo y Francesca Denegri (eds). *Clorinda Matto de Turner. Nuevas miradas y lecturas*. Lima: Fondo Editorial PUCP (in press); CoAuthor with Francesca Denegri: “Cartografías del campo literario: autorías y lectorías femeninas en Perú siglo XIX.” In A. M. F. Denegri and Marcel Velázquez Castro (eds.), *Historia de las literaturas en el Perú* (1st. Edition). Lima: Fondo Editorial PUCP, 2021; En el punto ciego. Lima Antigua. Tipos de antaño (1890) de Carlos Prince y las tramas escrito-visuales de la (des)memoria nacional”. In Denegri, Francesca (ed). *Ni amar ni odiar con firmeza. Políticas de las emociones en el Perú posbélico*. Lima: PUCP, 2019; “Un imaginario con fecha de expiración. Enmienda visual y desmonumentalización en Lima Antigua. Tipos de antaño (1890) de Carlos Prince.” *Miradas efímeras. Cultura visual en el siglo XIX*. Co-Author with Elena Grau-Lleveria: “Redes biopolíticas para la desarticulación del biopoder esclavista en La familia del Comendador (1860), de Juana Paula Manso”. *Cuadernos de Literatura*. Accepted June 2021; “Moribundas habladoras: contestaciones al ideario patriarcal en El Conspirador (1892), Incurables (1905) y La rosa muerta (1914)”. *Letras (Lima)*, 92(135), 125-145, 2021. <https://doi.org/10.30920/letras.92.135.10>; “En clave heterogénea: éticas y políticas de la caridad en Herencia (Novela peruana) de Clorinda Matto de Turner (1895), “El velo de la purísima,” de Adela Zamudio (1900), e Incurables, de Virginia Gil de Hermoso (1905). *Mundo Nuevo, Revista de Estudios Latinoamericanos*; “El Perú Ilustrado: las visualidades en competencia en la articulación de un imaginario de nación.” *Decimonónica*; “Palabra, imagen y subversión semántica en la estética realista de El Zarco”. *Decimonónica* vol. 11, no.1: 14-27, 2014.

Statement:

As a Latin American scholar based in Latin America, I am aware that the challenges the COVID-19 pandemic made visible are not new for students and scholars in the region. However, I believe this is a remarkable opportunity to work on reducing those gaps that we’ve known so closely given the structural social, economic, and racial differences in our countries.

The pandemic has made acute the tensions that were already underlying. It has accelerated crisis and processes that had been announcing themselves quietly and are now speaking out loud and asking us to act constructively. I believe our position as teachers is fundamental for making possible such transformations, especially if working with 19th Century Latin American Literature and culture, a period when most of the racial, socio-sexual, and ideological tensions emerged.

As a Delegate for 19th Century Latin America, I aim to bring MLA's work closer to scholars in the region, and vice versa. We need to work collaboratively, strengthen our networks. I believe that, with my experience, I can play a key role in this process.

Also, I want to collaborate with the MLA in its pedagogical efforts for critical readings of our literatures. This is fundamental for empowering our students; making them engage in relevant dialogues that incorporate issues of race, gender, immigration, and inequality; and find in answers for understanding and transforming the world we live in.

Collaborative work, focus on diversity, and inclusion are fundamental for rebuilding and strengthening our practice in the midst of crisis.

LLC Global Portuguese (1 contest)

254. Ligia Bezerra. Assistant Professor international letters and cultures, Arizona State University

PhD, Indiana University, Bloomington. Institutional service: Director of the Portuguese Program, Arizona State University (2020 to present); Language Coordinator - Portuguese, Arizona State University (2016–20); Director of Portuguese Program, Spelman College (2013–16). Previous appointments: Spelman College, 2013–16. Zebulon Pearce Distinguished Teaching Award, Arizona State University, 2019–20. Article reviewer, *Chasqui*, *Cultural Studies*, *Hispania*, *Journal of Lusophone Studies*, *Luso-Brazilian Review*, *Studies in Latin American Popular Culture*, *Revista Linguagem e Ensino* (2016-. Abstract reviewer, I and II Colóquio Discurso e Práticas Culturais, Fortaleza, Brazil (2009 and 2020). Secretary, Georgia Portuguese Program Association (2015–16). Secretary, Luso-Brazilian section of the 2012 Midwest Modern Language Association Convention, 2012. MLA activities: forum exec. comm., LLC Global Portuguese, 2020–Jan. 2025.

Publications include contrib., *Portuguese Handbook* (2016), *Estudos sobre a língua culta falada em Fortaleza. Explorando dados do PORCUFORT* (2010), *O charme dessa nação: música popular, discurso e sociedade brasileira* (2007); work in the following journals: *Luso-Brazilian Review*, *Romance Quarterly*, *Veredas: Revista da Associação Internacional de Lusitanistas*, *Cultural Studies*, *Estudos de Literatura Brasileira Contemporânea*, *Ellipsis* (currently, *Journal of Lusophone Studies*), *Chasqui*, *Lucero*.

Statement:

As professionals in small language programs, Lusophone Studies scholars face continuous challenges in building, developing and maintaining healthy programs, quite often reinventing themselves in the process. In this context, a strong community is essential to support the study of the Portuguese language and Lusophone culture, in which members can exchange ideas and collaborate in different initiatives. If elected, I will represent the interests of this community by advocating for support for small language programs within the MLA. I intend to make a proposal in the MLA to fund the establishment of a database in which members of communities of less commonly taught languages can share materials such as syllabi, lesson plans, and ideas on recruitment and program development that could be implemented by colleagues across the country, depending on their particular needs.

255. Ana Fauri. Assistant Teaching Professor Romance languages, University of Notre Dame

PhD, Brown University, Providence RI. Previous appointments: Emory University, 2017–20. Research Grant, FLAD / Arquivo Nacional da Torre do Tombo, 2011; Research Grant, Tinker Grant, Center for Latin American and Iberian Studies, 2011; Research Grant, FLAD/ National Library of Portugal, 2009; Research Grant, Karina Lago Memorial Fund, National Library of Portugal, 2008; Research Grant, CAPES, Brazil, 2004. Visiting appointments: Visiting Lecturer, UMass in Lisbon, Study Abroad Program UMass Dartmouth/API, Lisbon, Portugal, 2014–17; Visiting Lecturer, Study in Portugal Network (SiPN), Luso-American Foundation for Development (FLAD), Lisbon, Portugal, 2014–17. Conference organizer, “Indigenous Voices in Brazilian Literature and Culture,” University of Notre Dame (2021); Conference organizer, “Daniel Munduruku and the Indigenous Movements and Identity in Contemporary Brazil,” Emory University (2019). Conference co-organizer and Staff Coordination, VII Congress of the American Portuguese Studies Association (APSA). Brown University, Providence, RI (2010); Conference co-organizer

and Staff Coordination, Exhibit Erico Verissimo: Retratos de Vida Inteira. Museu de Arte do Rio Grande do Sul, Porto Alegre, Brazil (2005). MLA activities: forum exec. comm., LLC Global Portuguese, 2019–Jan. 2024.

Publications include coed., *Bordini: Erico Verissimo na União Panamericana. Discursos 1953–1956* (2020), coed., Santos et al.: *DELP – Dicionário Essencial de Língua Portuguesa* (2010). contrib., *O Mundo no Escuro: Identidade e Reconhecimento em A Paixão Segundo G.H., de Clarice Lispector (The World in the Dark: Identity and Recognition in The Passion According to G.H., by Clarice Lispector)* (2018), *História, Política e Literatura no Contexto do Estado Novo. (History, Politics and Literature during the Portuguese New State)* (2008), *Todos os Nomes da Lucidez: a Identidade e a Representação do Sujeito em José Saramago. (All the Names of Lucidity: Identity and Character Representation in José Saramago's Works)* (2008), *Memórias de Guerra e Ideologia. (Memories of War and Ideology)* (2005); work in the following journals: *Via Atlântica. Revista do Programa de Pós-Graduação de Estudos Comparados de Literaturas de Língua Portuguesa da Universidade de São Paulo*, Text: “Levantado do Chão: O Romance como Recuperação da História” (Raised from the Ground: The Reading of Fictional Novel as History).

Statement:

No statement provided.

LLC Romanian (1 contest)

256. Ileana Chirila. Assistant Professor languages, literatures, and cultures, University of New Hampshire, Durham

BA, University of Craiova, Romania; MA, University of Kentucky; PhD, Duke University. Institutional service: Assistant Professor, Languages, Literatures, and Cultures, UNH; Director, Studies Abroad in Dijon, France; summer program in Toulouse, France; UNH Senate; Assessor for Romanian Language for US Colleges and Universities; Acting Coordinator, French Program, UNH. Previous appointments: Faculty Research Fellowship, Center for the Humanities, University of New Hampshire, 2020; ACLS Comparative Perspectives on Chinese Culture and Society, 2018; Research and Engagement Academy Fellowship, UNH, 2018; Faculty International Development Grant, Center for International Education and Global Engagement, UNH, 2018; Faculty Instructional Technology Summer Institute Fellowship, UNH, 2017–18; Humanities and the Fine and Performing Arts Scholarship, UNH, 2017; Exploring the Potential for an Engaged Global Humanities Lab at UNH, UNH, 2017; Writing Academy Fellowship, UNH, 2017; The Literary Production of Sino-French Writers, Research Grant, North Carolina State University, 2013; Scholarship of Teaching and Learning, NCSU, 2013; Graduate School of Arts and Sciences Summer Research Fellowship, Duke University, 2010; Julian Price Graduate Fellowship in Humanities and History, Duke U, 2009–10; Dissertation Research Fellowship, Université de Paris 13, 2008–09. Visiting appointments: UCLA, 2015–16; Wake Forest University, 2014–15; NC State University, 2012–14. Fulbright Committee, NCSU, UNH; *Critical Romani Studies*, reviewer.

Publications include contrib., *La Francophonie en Asie-Pacifique* (2020); *Résistances du local et aporie du global* (2017); *Diasporiques* (2013); *Traits chinois/ lignes francophones* (2012); work in the following journals: *Critical Romani Studies*, *Contemporary French and Francophone Studies*, *Le langage et l'homme*, *Intercâmbio*, *Nineteenth-Century French Studies*.

Statement:

I welcome the opportunity to represent the professional interests of the Romanian Forum members to the MLA Delegate Assembly. In particular, I would like to strengthen professional networks that connect North American professionals and their counterparts in Europe and advocate for Romanian language and literature in American universities. Born and raised in Romania and involved in teaching and research in the United States for over fifteen years, I take seriously the MLA’s mission to advocate for the in-depth study of less commonly taught languages, which is vital in our increasingly globalized world. Given the strange position that Romanian, a Romance language, occupies in American academic institutions (usually in departments of Slavic languages), I am dedicated to initiatives that not only preserve and enhance its status but also reposition it as a rightful member of the group of languages descended from Vulgar Latin. My

preference for transnational approaches to research reflects, no doubt, the idea that Romanian exists in a multicultural context that needs to be represented as accurately as possible. My research and teaching aim to situate Romanian language, literature, and culture in this wider context and to increase the visibility of transcultural writers who, because of their ethnicity or sexuality, might be marginalized even within the field of Romanian studies.

257. Cosana Eram. Associate Professor French studies, University of the Pacific

PhD in French and Humanities, Stanford University; PhD in Literary Theory, University of Bucharest. Institutional service: (2021–) Director, Gender Studies Program, University of the Pacific (UoP). Previous appointments: (2013–14) Research Visiting Scholar, Department of French and Italian, Stanford University (2010–12); Post-Doctoral Lecturer, Introduction to the Humanities/ Structured Liberal Education Program, Stanford University; (2003–10) Associate Professor, American Studies Program, Faculty of Foreign Languages and Literatures, University of Bucharest, Romania (on extended leave 2003–06, 2007–10); (1998–2003) Assistant Professor, American Studies Program, Faculty of Foreign Languages and Literatures, University of Bucharest, Romania; (2001–03) Lecturer, Department of English, “Dimitrie Cantemir” University, Bucharest, Romania. Developmental Leave College Research Fund Grant, University of the Pacific (UoP), Paris, 2018–19; Scholarly Artistic Activity Grant, UoP, 2015; Technology in Education Grant, UoP, 2014; Eberhardt Research Grant, Paris, France, UoP, summer 2014; Scholarly Artistic Activity Grant, Paris, France, UoP, summer 2013; Pacific Grant: Workshop on Digital Pedagogy in the Humanities, Electronic Textual Cultures Lab, University of Victoria, Canada, 2013; Post-Doctoral Fellowship, Introduction to the Humanities/ Structured Liberal Education Program, Stanford University, 2010–12; PhD Diversity Fellowship, DLCL, Stanford University, 2003–08; Summer Research Grant, Division of Literatures, Cultures, and Languages, Stanford University, 2003, 2004; Fulbright Junior Visiting Scholar, New York University, New York, 1999–2000; Visiting Researcher, “Charles F. Kettering” Foundation, Dayton, Ohio, 1998. Visiting appointments: (2013–14) Research Visiting Scholar, Department of French and Italian, Stanford University. (2007) *Canon, Canonic, Univers Enciclopedic Printing House, Bucharest*, 2006: Grand Debut Prize of *România Literară Journal*, Bucharest, Romania, nominated for the Debut Prize in criticism of *Observator Cultural Journal*, Bucharest, Romania; (June-August 2005) Stanford University Graduate Research Opportunity Fund Award, Paris, France. University of the Pacific: (ongoing) Main Advisor, Assessment and Curriculum Development, French Studies at UoP; Coordinator, French Honors Society, Pi Delta Phi; Advisor and Honorary President, French Club; Member, Gender Studies Program Board; Member, College of the Pacific Humanities Center Board; (Spring 2018) Member, College of the Pacific Council; (2014–17) Member, University of the Pacific Admission and Financial Aid Committee; (Fall 2014, Fall 2015) Member, University of the Pacific Curriculum Committee; (May 2014) Member, Academic Regulations Committee.

Publications include *Canon, Canonic. Univers Enciclopedic Printing House, Bucharest*, 2006 (signed as Cosana Nicolae); second revised and augmented edition, Tracus Arte Printing House, Bucharest, winter 2021 (forthcoming). Trans., *Istoria literaturii americane/ A History of American Literature* by Peter Conn (Romanian, 1996); articles in (selection) “À la Recherche de la Femme Lumineuse de Benjamin Fondane,” *Titanic*, Paris (2018); *Literary Encyclopedia Online* - entries on: Isidore Isou; Lettrism (2016); “Isidore Isou: l’Insurrecton de l’erotologie?” in *Mélusine No. XXXVI, Dossier Special: Masculin-Féminin*, Paris (2016); “ ‘Lost in Translation’? Tristan Tzara’s Non-European Side” in *Dada/ Surrealism Journal* Special Issue “Dada and Surrealism in and of Romania,” (2015); “Portret de familie cu avangardismul de peste ocean,”/ “A Family Portrait with the Transatlantic Avant-Garde,” *Caietele Avangardei* (2015); “Isidore Isou’s Awry Messianism” (in *The Messianic Idea in Judaism Revisited*, Ed. Michael Morgan and Steve Weitzman, Indiana U Press) (2016); “Benjamin Fondane’s View on History” (in *Benjamin Fondane – o noua perspectiva*, Ed. Michael Finkenthal) (2013); “11 September in Romanian Media,” (in *America in/from Romania*) (2004); work in the following journals: *Modernism/ Modernity*, *Dada/Surrealism*, *Journal of American Culture*, *Centropa*, *Stanford Arcade: Literature and the Arts* (online), *H-France* (online) (United States), *Literary Encyclopedia* (online) (United Kingdom), *Mélusine*; *Titanic* (France) *Caietele Avangardei*, *Dilema*, *Dilema Veche*, *Dilemateca*, *Romania Literara*, *Observator Cultural*, *Lucefafarul*, *Vineri*, *Contrapunct*, *Steaua*, *Caietele Echinox*, *New International Journal of Romanian Studies*, *University of*

Bucharest Review, Secolul XX, Secolul XXI, Euresis (Romania), Immediaciones de la communication (Uruguay).

Statement:

I would be honored to serve on a LLC Romanian seat in the Delegate Assembly. If elected, I would bring experience from teaching and doing research both in Europe and in the United States, as well as from governance positions I have held at my liberal arts college. As someone with a double Romanian/American institutional background, I can understand the challenges and benefits of public and private education as well as the value of bridging gaps among cultures.

I strongly support the MLA's opening to providing a strong voice for Romanian, a more "muted" Romance language that is only taught in a few colleges, colleges, and universities. Romanian Studies as a discipline has distinguished itself at the level of publications, research, and teaching, particularly in terms of history, sociology, and contemporary Romanian cinema, the latter highly successful all around the world.

As a Romanian Studies representative, I would like to create a common informative listserv and to compile a database of PhD students, tenured, non-tenured faculty, and independent scholars all around the US who work on Romanian-related topics in humanities and social sciences.

At a time when higher education has to represent more than ever the ethical and intellectual core of society, there are still many aspects to explore in the field of Romanian Studies that can contribute to social change.

LLC Sephardic (1 contest)

258. Katharine G. Trostel. Assistant Professor literature, Ursuline College

PhD, University of California, Santa Cruz. Institutional service: Assistant Professor and Chair of English and the humanities at Ursuline College (Pepper Pike, Ohio), 2017–present. Institutional Affiliate for the Council of Independent College's Legacies of American Slavery initiative, Summer 2020–24; NetVue Vocation Across the Academy Curricular Development Grant for developing course in local journalism, Spring 2021; Project Director for the National Endowment for the Humanities "Humanities Connection Planning Grant": Cleveland Divided: Rust Belt Revival, 2019–20; The Modern Language Association's Humanities Innovation Course Development Grant for the project "From Rustbelt to Revival: Exploring the Legacy of Segregation, Inequality, and Social Justice in Cleveland through the Lens of the Anisfield-Wolf Canon," 2018–19. Winner of the Horst Frenz Prize for best graduate student presentation at the 2013 ACLA Conference: "The Eye that Cries: Macro and Micro Narratives of Memory in Peru Post-Shining Path." January 2014. Literature juror for special project of the Cleveland Arts Prize, "Our Past Masters: An Honor Roll of Great Figures in Cleveland's Cultural Past Who Lived or Flourished Before the Establishment of The Cleveland Arts Prize in 1961." Spring 2020; Faculty advisor for Sigma Tau Delta, English honor society, 2018-present.

Publications include coed., *The Venice Ghetto: A Memory Space that Travels* (2022). contrib., *MLA Volume on Teaching Jewish American Literature* (2020), *Doing Memory Research* (2019); work in the following journals: *Journal of Latin American Jewish Studies*, *Partial Answers*, *Arizona Quarterly*, *Graduate Journal of Social Sciences*.

Statement:

As a faculty member at a small, women-focused liberal arts college outside of Cleveland, Ohio, I am acutely aware of the issues many of us are facing in English and language departments throughout the region. Declining enrollments in English have left me in the span of five short years an assistant professor, the chair of the department, and the only full-time faculty member. We struggle as an institution to make the case to our student body—as well as to the community at large—for the continued importance of the humanities. However, this process of introspection has also brought promise and revitalization. We ultimately chose to think critically about our civic role as part of the Rust Belt region and now plan to weave an interdisciplinary, local and rooted curriculum across our core requirements while thinking simultaneously about our connection to the global. This task has become increasingly important in the "aftermath" of the coronavirus pandemic which served to starkly highlight inequities in all facets of life, including in the realm

of higher education. I am honored to be a candidate for this position, and hope that in my role I can advocate for the importance of creativity, innovation, and public-facing scholarship as we consider what it means to teach the humanities in the 21st-century.

259. Carlos Yebra López. Lecturer Spanish, New York University

PhD, New York University, New York. Institutional service: Postdoctoral Lecturer in Spanish, New York University, 2020–22. Previous appointments: Fulbright Spanish Instructor, Department of English and Modern Languages, Missouri Western State University, 2014–15. Philosophy Department Research Fellowship, University of Zaragoza (Spain), 2009; DAAD (German Academic Exchange Service) University Summer Course Scholarship, 2009; Postgraduate Research Fellowship, Ibercaja (Spain), 2012; Spanish Language Teaching Assistantship, Fédération Wallonie Bruxelles International/Spanish Ministry of Education, 2012; Fulbright Foreign Language Teaching Assistantship (Spanish), 2014; ICHEIC Humanitarian Fund Fellowship, Yad Vashem (Israel), 2014; MacCracken Doctoral Fellowship, New York University (NYU), 2015–20; Global Research Institute Fellowship, NYU Shanghai (China), 2019; Arts and Humanities Research Council Language Acts and World-Making Small Grant, King’s College London (UK), 2019; La Kaza Muestra Sephardic Studies Research Grant, Kaminos de Leche i Miel, Spain, 2019–21; Doctoral Fellowship of Remarque Institute, NYU/École Normale Supérieure, Paris (France), 2020; Research Assistantship, British Academy/Leverhulme, University of Birmingham, 2020–21. Visiting appointments: Visiting Fellowship for the research project “Documenting the Global Diaspora of Ladino in the 21st Century by Digital Means,” at CRASSH (Centre for Research in the Arts, Social Sciences and Humanities), University of Cambridge, 2022. Academic Merit Award in German as a Foreign Language. Modern Languages Center, University of Zaragoza, Spain, 2009; 2nd Place in the “Tongue Freed: Creative Writing in a Foreign Language Competition (Poem in French),” University of Portsmouth, 2014; Dean’s Travel Grant Award, New York University (NYU), 2019; Digital Humanities Graduate Student Digital Project Award (Honorable Mention), NYU, 2019; Broome and Allen Fellowship (Award), American Sephardi Federation, 2021. Vice-President of the Spanish Club, Missouri Western State University, 2015; Moderator, JSCS@20: A Conference of Celebrate 20 Years of the Journal of Spanish Cultural Studies. King Juan Carlos I of Spain Center, New York University, 2018; Board of Directors, Ladino 21 Community Interest Company, (2020–); Board of Directors, The Hyperpolyglot Activist Ltd (2020–); Board of Directors, HYPIA (The International Association of Hyperpolyglots) (2021–).

Publications include n/a. ed. and coauthor, *Shoá y ética ciudadana: la figura del “bystander” en el cine como herramienta pedagógica* (2014). contrib., *En las fronteras del antisemitismo. Viejos y nuevos espacios en la sociedad de Internet* (2013); *Españoles en Europa: Identidad y exilio desde la edad moderna hasta nuestros días* (2018); *El problema de la unidad lingüística del significado. De la teoría de conjuntos a la lingüística generativa de matriz chomskiana* (2019); *Al-Andalus in Motion: Travelling Concepts and Cross-cultural Contexts* (2021); work in the following journals: *WORD, Journal of the International Linguistic Association, Journal of Romance Studies, Bulletin of Spanish Studies, LL Journal* (City University of New York), *Syllabus Journal, Revista Internacional de Pensamiento Político, Revista Observaciones Filosóficas, Nómadas: Revista Crítica de Ciencias Sociales y Jurídicas*.

Statement:

As a Ladino speaker, teacher and activist whose research focuses on the revitalization of Ladino (Judeo-Spanish) by digital means, I am well-positioned to work with members across the MLA Delegate Assembly to represent the interests of the LLC Sephardic.

Recent years have seen increased participation by scholars of Sephardic literature, culture, and language in MLA activities, including several panels on these topics at the annual convention. While these trends are encouraging, more effort is required to ensure that the literary and cultural output of the Ladino-speaking world and its associated diaspora continues to gain prominence within the MLA. Moreover, we are also at a crucial point when it comes to our ability to offer Ladino courses at US universities: as prominent senior Ladino scholars in places like the University of Pennsylvania and Tufts University retire and universities outside the US (Oxford, Bar-Ilan) begin to offer Ladino courses, US universities need to find a

way not only to provide new original research, but also new and effective ways of teaching the Ladino language and culture.

Based on the above, I would use my position in the Delegate Assembly to pursue three main goals: advocating for the centrality of Sephardic language, literature, and culture to the MLA's mission to become more globally inclusive, developing new ways to bring the Sephardic language and literary culture into the awareness of Hispanophone, Lusophone and Jewish readers, and fostering Sephardic studies through new sources of funding, as well as more courses and teaching positions.

LLC Russian and Eurasian (1 contest)

260. Bradley Gorski. Assistant Professor Slavic languages, Georgetown University

PhD, Columbia University, New York, NY. Institutional service: Major advisor, Russian, Barnard College (2017–18); Director of Undergraduate Studies, Russian, Vanderbilt University (2019–20); Faculty governance representative, Slavic Dept, Georgetown University (2020–). Previous appointments: Vanderbilt University, 2018–20; Barnard College, 2017–18. Foreign Language and Area Studies fellowship (FLAS), Polish, Columbia University (2012, 2013); Mogilat Endowment for Russian Research, Columbia University (2013, 2014, 2015); Harriman Institute Junior Scholar Fellowship (2016–17); Fulbright Research Grant to Russia (2017–18). Robert L. Belknap Dissertation Prize, Columbia University, 2018. Graduate Student Advisory Board and Invitational Panel Organizer, AATSEEL (2015–17); Communications manager, Dobro Slovo, National Slavic Honors Society (2020–).

Publications include guest ed., *Ubandus: The Slavic, East European, and Eurasian Review of Columbia University* (2016), coed., *Red Migrations: Marxism and Transnational Aesthetics after 1917* (forthcoming); contrib., *Russia's Regional Identities* (2018), contrib., *Convention 2019: Modernization and Multiple Modernities* (2019), contrib., *Vladimir Sharov: Beyond History* (2020), contrib., *The Akunin Project: The Mysteries and Histories of Russia's Bestselling Author* (2021); work in the following journals: *Slavic Review*, *Russian Review*, *Russian Literature*.

Statement:

Our field faces immense challenges. This is true for the humanities broadly construed and for the field of Russian and East European studies more narrowly. The global pandemic has strained budgets, transformed education at all levels, and already led to the closing of at least two Russian programs in US colleges and universities. The protests against systemic racism and police brutality in the wake of the murder of George Floyd in Minneapolis have revealed the depth of racism in our society and have also unmasked the shocking pervasiveness of anti-black racism in today's Russia. These dual crises should not be seen as separate and distinct—one affecting our field and the other a problem of the broader society. Instead, both should be seen as related alarms pushing us to rethink our field and its commitment to equity, inclusion, and anti-racism. The lean years that are likely coming in higher education give all of us, and especially an organization like MLA, an opportunity to make specific efforts to support our most contingent, underrepresented, and disadvantaged colleagues. This means supporting the work of graduate students, non-tenure track faculty, and independent scholars; highlighting the voices of scholars of color; and prioritizing research that examines the histories of colonialism, racism, and oppression both within the region that we study and—no less important—within the formation of our field itself.

261. Anastasiya Osipova. Assistant Professor, University of Colorado, Boulder

PhD, New York University, New York. Institutional service: Organizer of Russian Film Series, University of Colorado, Boulder, 2020–present; Library Liaison for the Department of Germanic and Slavic Languages and Literatures, CU Boulder, 2020–present. REEES Postdoctoral Fellowship, Yale University, 2019-2020 (Alternate Candidate); Mellon Dissertation Fellowship, NYU, 2013–14; Dean's Dissertation Fellowship, NYU 2013–14 (awarded but not accepted); Global Research Initiatives Summer Dissertation Workshop, NYU Madrid, June 2013; Henry Mitchell MacCracken Fellowship, NYU, 2007–12; Sponsored Participant at Cornell School of Criticism and Theory, 2012; Comparative Literature Summer Research Grant, NYU, 2010; GSAS Conference Travel Grant, NYU, Spring 2010; GSAS Summer Grant for Language

Study, NYU, Summer 2009. Visiting appointments: Rutgers University, Spring 2020; Gallatin School of Individualized Study, NYU, 2014–20; New York University, 2010–12. Phi Beta Kappa. Editor-in-Chief, *Cicada Press*, since 2013: publishing bilingual editions of contemporary Eastern European literature in translation; Symposium co-organizer, Harriman Institute, 2021; Managing Editor of “Political Concepts: A Critical Lexicon,” a multidisciplinary, web-based journal that seeks to be a forum for engaged scholarship, published with the support of New York University, The New School of Social Research, Columbia University, Brown University, and the CUNY Graduate Center, 2019–20; Translation Workshop Participant: Your Language My Ear, Princeton and UPenn, 2019; Stream co-organizer, AATSEEL, 2019.

Publications include contrib., *Oxford Handbook of Soviet Underground Culture* (2021); work in the following journals: *Transcultural Studies: A Journal in Interdisciplinary Research*, *SEEJ*, *Texte Zur Kunst*, *The Los Angeles Review of Books*, *n+1*.

Statement:

I am committed to advocating the interests of contingent and part-time faculty and to defending the rights of graduate students for fair and just working conditions. The “adjunct crisis” within higher education coincides with the general devaluation of the humanities. As a member of the MLA Delegate assembly, I would promote the interest of the most vulnerable people within our profession, without whose labor the profession simply would not survive.

Additionally, I am committed to expanding mentorship programs for our graduate students who would like to pursue non-academic careers.

LLC Medieval Iberian (1 contest)

262. Rebeca Castellanos. Associate Professor modern languages, Grand Valley State University

Phd, University of Texas, Austin. MLA Conference organizer (2018–21), and Medieval Congress conference co-organizer (2016–20), Société Rencesvals (American-Canadian Branch).

Publications include *Los instrumentos del gozo* (2016), *Sueños de Nebuhla* (2005), *Eva 2000* (2000). contrib., *Isla Escrita: Antología de la poesía de Cuba Puerto Rico y República Dominicana* (2018), *Confluencia in the Valley* (2013); work in the following journals: *Nagari*, *Contratiempo*, *Diálogo*.

Statement:

I look forward to the opportunity to serve as a member of the MLA Delegate Assembly. I am particularly interested in working with colleagues across the disciplines to protect language programs in danger of disappearing as more and more institutions of higher education displace resources to STEM disciplines. As a scholar of Medieval Iberia, I am conscious of the importance of language education in fostering understanding across cultural and political boundaries. I believe that language professors have a responsibility to prepare our students to be successful in an increasingly complex world.

263. Dianne Moneypenny. Associate Professor and Chair World languages and Cultures, Indiana University East

Phd, University of Kentucky. Institutional service: Chair of World Languages & Cultures, Indiana University East (IUE), June 2020–current; Interim Director of Study Abroad, (IUE), 2019–20; Program Coordinator of World Languages and Cultures, (IUE). Previous appointments: Indiana University East, 2011–current; Franklin College 2009–11. Summer Faculty Fellowship, IUE, 2013 & 2014, for research on online language instruction; Humanities and Social Sciences Strategic Investment Grant, IUE, 2013, 2014, 2016, & 2018, for various projects including cultural activities and the development of a study abroad handbook; Mindful Explorations Grant, IUE, 2015 & 2020, for Hispanic Heritage Month activities and to support a Fulbright speaker; Teaching Prototype Award, Indiana University, 2018, for using transparent teaching methods and researching the impact in online language courses; Overseas Study Program Development Grant, IU, 2018, to develop a study abroad program on Mediterranean food studies in Greece, Italy, Spain, and Morocco. Student Congress: Faculty of the Month: October, Franklin College (FC), 2010; Student Congress: Faculty of the Month: March, FC, 2011; Humanities and Social Sciences Award for

Teaching Innovation, Indiana University East (IUE), 2017; Progress Award for Teaching, Research, and Service, IUE, 2018. President of the board of directors (2017–19), board member (2014–17), Amigos of Richmond; Reviewer (2019) *Hispanic Studies Review*; Reviewer (2021) *Calico Journal*; Reviewer (2021) *Foreign Language Annals*; Reviewer (2021) Lexington Books.

Publications include contrib., *Best Practices for Teaching Languages Online: Best Practices in Online Teaching across Disciplines* (2017); work in the following journals: *Romance Quarterly*, *Journal of Educators Online*, *American Journal of Distance Education*, *Calico Journal*, *The Eurocall Review*, *Studies in Medieval and Renaissance Teaching*, *Iberia/América Teaching Anthology*, (forthcoming) *Language Teaching Research*.

Statement:

Members of the MLA are not just scholars, we are teachers; we are members of societies; we are parents, partners, and more. Despite the academy's rhetoric on diversity and inclusion, we are failing. We fail scholars by expressing a long-instilled preference of disciplinary research over pedagogical research as if, somehow, we aren't all teachers or as if teaching were below us. We fail by not shining as examples of leadership across the board in our society. We fail when we don't require vaccination and masks in a global pandemic. We fail when we staff our institutions with low paying, unstable, contractual adjunct positions. We fail when we, with much self-congratulation on our progress, pretend female and male faculty have the same lives in and outside of work. We fail when we do the same to racial, ethnic, religious, or gender minorities or to persons with disabilities. We fail when our disciplines are largely white and male and we have comfortably allowed that exclusion to thrive. We fail when we pretend professors aren't parents, partners, children, siblings, and caretakers. The Modern Language Association is a humanities entity, but we have forgotten our humanity. If elected, I plan to advocate, to question the longstanding architectures of exclusion, to include less heard voices, to dismantle the assumptions and systems that reinforce privilege, to raise teaching on a pedestal, and to talk about what it means to be a professor/scholar as a small piece of our identities as members of the MLA.

LLC 16th- and 17th-Century Spanish and Iberian Drama (1 contest)

264. Marta Albalá Pelegrín. Associated Professor, California State Polytechnic University, Pomona

PhD, Graduate Center, City University of New York. Previous appointments: Princeton University, 2010–14. Franklin Research Grant, American Philosophical Society of America, 2021–22; Paul Oskar Kristeller Fellowship, Renaissance Society of America, 2021; Visiting Scholar, Medieval Studies Institute, University Nova de Lisboa, Portugal, June 2021; Charles Montgomery Gray Fellowship, Newberry Library, 2021; Berenson Fellowship, Villa I Tatti, Harvard University Center for Italian Renaissance Studies, 2020, Visiting Assistant Professor, Department of Spanish and Portuguese, University of California, Los Angeles, Spring 2019; Visiting Scholar, University of Göttingen, Germany, December 2019; Fulbright-Hays Study Group Abroad Program, 2017; Summer Institute Fellowship, NEH, 2015; Mellon Summer Institute in Spanish Paleography, 2015 (declined); Folger Shakespeare Library Institute Seminar, 2012; Making Publics, research seminar, Mc Gill University and Concordia University, summer 2010; Program for Cultural Cooperation, Spain's Ministry of Culture, University of Minnesota, 2005. Visiting appointments: University of California, Los Angeles, Spring 2019. Special Projects for Improving the Classroom Experience Award (awarded multiple times), California State Polytechnic University (Cal Poly), 2021, 2019, 2018, 2016, 2015; Chancellor's Office, Research, Scholarship & Creative Activity Award, California State Polytechnic University, Pomona (Cal Poly) 2020 and 2015; Teacher Scholar Award (awarded multiple times), Cal Poly, 2019, 2018, 2017, 2016 and 2015; Doctoral Students' Council Dissertation Award for the Humanities, The Graduate Center, CUNY, 2010–11. Board of Directors (2020–23), grant for The American Institute for Maghrib Studies annual conference 2020 (postponed to 2022 due COVID-19), The Spain North-Africa Project. Executive Committee Member (2019–21); Committee for Pacific Coast Philology Outstanding Article Award (2020, 2019); Local Organizing Committee 2016 Conference, Presiding Officer Spanish Peninsular Literature (2016), PAMLA. Grant reviewer for the National Research Agency of Spain, (Agencia estatal de Investigación, Ministerio de Ciencia, Innovación y Universidades), 2018–; Scientific Committee, “Ispanica Urbinate,” collection that publishes Hispanic Literary Works, Università degli Studi di Urbino,

Italy, 2020– ; Advisory Committee Member, Expand the Canon, Hedgepig Ensemble Theater, 2020– ; Scientific Committee VII Congreso de BETA, Universidad de Cantabria, Spain, 2017.

Publications include coauthor and cotrans., *The Courage to Right a Woman's Wrongs* (2021); guest ed., *Pacific Coast Philology* (2017); cotrans., *To Love beyond Death* (2020); *The Widow from Valencia* (2019); *What We Owe Our Lies* (2019); *A Wild Night in Toledo* (2018). contrib., *Multi-ethnic Cities in the Mediterranean World* (2021), *Cervantes' Persiles and the Travails of Romance* (2019), *Paradigm Shifts During the Global Middle Ages and Renaissance* (2019), *Cervantes ayer y hoy* (2019), *Exile and the Formation of Religious Identities in the Early Modern World* (2014); work in the following journals: *Giornale di Storia*, *Royal Studies Journal*, *Revista Canadiense de Estudios Hispánicos*, *Memoria y Civilización*, *Celestinesca*, *e-Humanista: Journal of Iberian Studies*, *Bulletin of Spanish Studies*.

Statement:

The last year has radically changed some of our teaching and research, our mentoring and service. It has further exposed the cracks and disparities in academia and reaffirmed the need to actively engage in antiracist pedagogies and advocacy. It has revealed the importance of paying careful attention to structurally built inequalities inside and outside academia and to engage in public-facing work as much as we may engage in teaching and research. These disparities have brought to the fore the importance of supporting contingent and full-time faculty members at all stages, positions, and types of institutions. They have urged us to reconsider how PhD curricula are designed, how classes are taught, and, in some cases, how research is carried out. Moreover, it has revealed the importance of redefining the tools and skills of the humanities. As a delegate, I will attentively reflect and act upon how the MLA could help students, faculty, and independent scholars to be better positioned to face present challenges within and outside academia. I'll advocate for an antiracist pedagogy, and I'll commit to strengthen the dialogue within the different disciplines and languages that encompass the MLA.

265. Nicholas Jones. University of California, Davis

PhD, New York University; BA, Haverford College. Previous appointments: University of California, Davis, 2021–present; Bucknell University, 2015–21. Visiting appointments: New York University, Spring 2019; Georgetown University, Fall 2018. Katherine Singer Kovacs Prize from the Modern Language Association (MLA) for *Staging Habla de Negros: Radical Performances of the African Diaspora in Early Modern Spain*. 2020 Outstanding First Book Prize for the Association from the Study of the Worldwide African Diaspora (ASWAD) for *Staging Habla de Negros: Radical Performances of the African Diaspora in Early Modern Spain*. Finalist: “Outstanding Book Prize” from the South Atlantic Modern Language Association (SAMLMA) for *Staging Habla de Negros: Radical Performances of the African Diaspora in Early Modern Spain*. Juror: Outstanding First Book Prize for the Association from the Study of the Worldwide African Diaspora (ASWAD), May 2021–present. Modern Language Association (MLA): Program Committee. 2020–23. Renaissance Society of America (RSA): Working Group and Transition Committee for Diversity & Inclusion. 2020–21. Renaissance Society of America (RSA): Committee on re-creating the organization's mission, value, and vision statements (2021). MLA activities: Program Committee, 2020–23.

Publications include *Staging Habla de Negros: Radical Performances of the African Diaspora in Early Modern Spain* (2019); coeditor, *Pornographic Sensibilities: Imagining Sex and the Visceral in Premodern and Early Modern Spanish Cultural Production* (2021); coeditor, *Early Modern Black Diaspora Studies: A Critical Anthology* (2018); contrib., “Black Women in Early Modern Spanish Literature,” in *The Routledge Companion to Black Women's Cultural Studies: Across the Diaspora, from Ancient Times to the Present*, ed. Janell Hobson (2021); contrib., “Beyoncé's Lemonade Folklore: Feminine Reverberations of Odú and Afro-Cuban Orisha Iconography,” in *The Lemonade Reader: Beyoncé, Black Feminism, and Spirituality*, eds. Kinitra D. Brooks and Kameelah L. Martin (2019). “Casting a Literary Mammy in Diego Sánchez de Badajoz's Farsa de la hechizera,” in *University of Toronto Quarterly* (Fall 2019). “Black Resistance and the Politics of Freedom in the Early Modern Atlantic,” in *Colonial Latin American Review* (2019). “Valencia's Miraculous Prophet: The Inquisition Dossier of Catalina Muñoz (1588),” in *postmedieval: a journal of medieval cultural studies*, “Prophetic Futures” Special Issue (2019). “Sor Juana's

Black Atlantic: Colonial Blackness and the Poetic Subversions of Habla de negros,” in *Hispanic Review* (Summer 2018). “The Legacy and Representation of Blacks in Spain,” in *African American Intellectual History Society*, Special Issue: “Black Europe” (2018).

Statement:

As a scholar whose work remains firmly rooted in both Africana Studies and early modern Iberian Studies, I'm committed to advocating for and attending to the field's emerging challenges, concerns, and innovations. My extensive experience with editorial work as well as public-facing scholarship and networking also places me an advantage. I firmly support the mentoring of graduate students and junior scholars.

LLC 16th- and 17th-Century Spanish and Iberian Poetry and Prose (1 contest)

266. Paul Michael Johnson. Associate Professor Hispanic studies, DePauw University

PhD, University of California, Irvine. Institutional service: Co-Founder and Co-Director, DePauw Language House, 2015–21; Director, World Literature Program, DePauw University (DPU), 2019–22; Faculty Advisor, Bonner Scholar Program, DPU, 2019–21; Director, Servicio Summer Spanish Immersion Program, DPU, 2020–21; Chair, Hispanic Studies, DPU, 2020–23. Fulbright Research Fellowship, Spanish National Library & National Historical Archive, Madrid, Spain, 2012–13; Graduate Dean's Dissertation Fellowship, UC Irvine, 2013–14; Faculty Summer Stipend, DePauw University (DPU), 2015; Fisher Course Reassignment, DPU, 2015; Student-Faculty Summer Research Grant, funded project at Spanish National Historical Archive, DPU, 2017; PALSave Course Redesign Grant, Private Academic Library Network of Indiana, 2020; J. William Asher and Dorothy A. Asher Fund in the Humanities, funded project on Macaronics and Multilingualism in the Early Modern Mediterranean, DPU, 2021; Internationalization Innovation Grant, funded workshop on translation and World Literature, Great Lakes College Association, 2021. Assistant to the Editor, *Gestos: Revista de Teoría y Práctica de Teatro Hispánico*, 2008–11; Research Group Member, Historia y filosofía de la experiencia, Spanish Ministry for Science, Innovation, and Universities, 2013–present; Advisory Board Member, *Philobiblion: Revista de Literaturas Hispánicas* (2015–present); Advisory Board Member, *Revista Historia Autónoma* (2016–present); Elected Member, Executive Council of the Cervantes Society of America, 2020–22; manuscript referee for multiple university presses and scholarly journals. MLA activities: forum exec. comm., CLCS Mediterranean, 2021–Jan. 2026.

Publications include *Affective Geographies: Cervantes, Emotion, and the Literary Mediterranean* (2020). author of critical introduction, *Celos, amor y venganza, o No hay mal que por bien no venga*, by Luis Vélez de Guevara (2018). contrib., *Norton Critical Edition of Don Quijote* (2020), *The Quest for Certainty in Early Modern Europe: From Inquisition to Inquiry, 1550–1700* (2020); work in the following journals: *Cervantes: Bulletin of the Cervantes Society of America*, *Anuario de Estudios Cervantinos*, *452°F: Journal of Literary Theory and Comparative Literature*, *Analecta Malacitana Electrónica*, *eHumanista*, *Modern Language Notes*, *Hipogrifo: Revista de Literatura y Cultura del Siglo de Oro*.

Statement:

As current trends renew hopes of emerging from the pandemic, opportunities as well as further challenges await. Many of us will heartily welcome the end of remote teaching, the return to an in-person MLA Convention, and the chance for conversations unmediated by Zoom. Yet we also know that a return to 'normal' is not enough, particularly for the non-tenured faculty, adjuncts, grad students, and others whose precarity has only been exacerbated over the last several months.

How might lessons from the pandemic inform new structures of support for these colleagues and enrich our profession at large? How can the MLA's governing body ensure that the study of languages and literatures thrive in the midst of acute enrollment pressures and changing institutional priorities? How can we leverage virtual meeting technologies for more equitable and sustainable access to MLA programming while still allowing for the joys and insights of gathering in person? And, for our forum in particular, what can the MLA do to arrest the increasing threats to foreign language programs and pre-modern curricular offerings?

These are some of the questions aimed at inclusive, justice-oriented policies I will seek to pose as a representative for the Delegate Assembly. In doing so, I will draw on my experience with departmental leadership, faculty governance, interdisciplinary committee work, and varied service to the profession while advocating for our forum's investment in early modern Spanish prose and poetry as a collective beacon for navigating the uncertainties, as well as opportunities, that lie ahead.

267. Felipe Valencia. Associate Professor Spanish, Utah State University, Logan

BA, Complutense University of Madrid (2006); PhD, Brown University (2013). Institutional service: Member, Board of Directors of the Society for Renaissance and Baroque Hispanic Poetry, elected in 2017 for a four-year term, 2018–21; division Delegate before the Delegate Assembly, forum LLC 16th- and 17th-Century Spanish and Iberian Poetry and Prose, Modern Language Association, appointed in 2016 for a three-year term, 2017–19. Previous appointments: Assistant Professor, Utah State University, 2015–21; Swarthmore College, Visiting Assistant Professor, 2013–15. Visiting appointments: Cornell University, fall 2021. Co-organizer with Ricardo Padrón (University of Virginia), Tribute to Mary M. Gaylord sponsored by the Department of Romance Languages and Literatures at Harvard University, Real Colegio Complutense at Harvard University, 2018; co-organizer, “Los Tempranillos: Early Modern Spain and Colonial Latin America Research Seminar of Greater Philadelphia,” Bryn Mawr, Haverford and Swarthmore Colleges, 2013–15. MLA activities: Delegate Assembly, 2016–Jan. 2019.

Publications include *The Melancholy Void: Lyric and Masculinity in the Age of Góngora* (2021); work in the following journals: *Hispanic Review*, *Revista de Estudios Hispánicos*, *Romance Notes*, *Calíope*, *Criticón*, *Dicenda*, *Theory Now*.

Statement:

No statement provided.

LLC 20th- and 21st-Century Spanish and Iberian (1 contest)

268. William Nichols. Associate Professor Spanish and Interim Associate Dean of the Honors College, Georgia State University

PhD, Michigan State University. Institutional service: Chair, World Languages and Cultures, Georgia State University, Atlanta (GSU) 2013–21; Founding Director, Center for Urban Language Teaching and Research (CULTR), GSU 2014–present; Associate Director for Graduate Student Mentoring, Center for Instructional Innovation, GSU 2012–13; Director of Graduate Studies, Modern and Classical Languages, GSU 2010–13. Previous appointments: Georgia State University, Atlanta, 2004–present; Texas A&M International University, Laredo 1999–2004. Title VI Language Resource Center Grant, U.S. Department of Education, 2014–18, 2018–22; STARTALK, 2017, National Security Agency. ADFL Executive Committee (2015–18). MLA activities: ADFL Executive Committee, 2015–Jan. 2018 (ch. 2017–18).

Publications include *Transatlantic Mysteries: Crime, Culture and Capital in the ‘Noir’ Novels of Paco Ignacio Taibo II and Manuel Vázquez Montalbán* (2011). coed, *Toward a Cultural Archive of La Movida: Back to the Future* (2014). contrib., *Language, Image, Power: Luso-Hispanic Cultural Studies Theory and Practice* (2021), *Tracing the Borders of Spanish Horror Cinema and Television* (2017), *Toward a Multicultural Configuration of Spain: Local Cities, Global Spaces* (2015), *Ventanas sobre el Atlántico: España y los EE.UU. durante el postfranquismo (1975-2005)* (2011), *Contemporary Spanish Cinema and Genre* (2008), *Manuel Vázquez Montalbán: El compromiso con la memoria* (2007), *Lugares de memoria de la Guerra Civil y el franquismo: Representaciones literarias y visuales* (2006); work in the following journals: *ADFL Bulletin*, *MLA Profession*, *Arizona Journal of Hispanic Cultural Studies*, *Revista Iberoamericana*, *Cuadernos de Estudios Manuel Vázquez Montalbán*, *Tabla Redonda: Anuario de Estudios Torrentinos*, *The Journal for the Study of Food and Society*, *Revista de Literatura Mexicana Contemporánea*.

Statement:

In my roles as administrator, researcher, and educator, I have advocated for the study of language and culture broadly, and Spanish and Iberian Studies specifically, as a valid means to address the “crisis in the Humanities.” More importantly, I believe that the translingual and transcultural focus of contemporary Iberian studies at the crossroads of various fields of inquiry within the university that ties academic discourse to larger social concerns. I am interested in how public scholarship and innovative pedagogy intersect with new avenues of research within contemporary Iberian studies. I am most interested in exploring the ways in which the transdisciplinary approaches to language and cultural studies of our field can serve as models for other disciplines to re-imagine the work of Humanities scholars, its benefit to our students, and its broader societal impact. I am interested in serving on this forum to explore approaches that propose the field of contemporary Iberian Studies as a “practice” that connects scholarship and pedagogy with a public-facing purpose.

269. Jacqueline Sheean. Assistant Professor World languages and Cultures, University of Utah

PhD, University of Southern California. Institutional service: Senator, Graduate Student Government, USC, 2014–15. Thomas Dee Teaching Excellence Grant, University of Utah, 2021; Graduate School Final Year Fellowship, University of Southern California (USC), 2019–20; Visual Studies Research Institute Summer Research Award, USC, 2018; Russell Endowed Fellowship, USC, 2017–18; Del Amo Foundation Research Award, USC, 2017; Provost Mentored Teaching Fellowship, USC, 2016–17. article referee, *Romance Quarterly*; programmer, American Cinematheque, 2019–20.

Publications include contrib., *Media Crossroads: Intersections of Space and Identity in Screen Cultures* (2021), *The Palgrave Encyclopedia of Urban Literary Studies* (2021); work in the following journals: *Journal of Spanish Cultural Studies*, *Revista de Estudios Hispánicos*, *Arizona Journal of Hispanic Cultural Studies*.

Statement:

The past year brought seismic shifts that transformed nearly every aspect of what we do in the humanities. These shifts upended the ways we teach and communicate, exacerbated existing inequalities within the profession and among our students, and deepened the political divisions in society at large. As an early-career scholar, I see these shifts as an opportunity to reevaluate our positions within the worlds we inhabit. As one of the largest international scholarly associations, the MLA is in a unique position to shape the direction of humanistic thought and practice. Today, as the cracks in democracy become increasingly visible worldwide, our task as humanists is more urgent than ever. The valorization of diverse knowledge, critical inquiry, and dialogic thinking is central to the health and preservation of our democratic institutions. Yet, as events such as the recent legislation limiting the practice of Critical Race Theory in states across the US have illustrated, critical humanistic concerns are not always valued or upheld in public forums. In my view, such events signal a failure on the part of humanities disciplines to adequately communicate our values and concerns to a broader public. While we may shed light on such issues in our classrooms and on our campuses, it is imperative that institutions such as the MLA continue to amplify marginalized voices and perspectives and to facilitate interdisciplinary dialogues in ways that provide a nuanced understanding of what the humanities can do.

LSL Applied Linguistics (1 contest)

270. Joshua Thoms. Associate Professor School of Liberal Arts and applied linguistics, Utah State University

PhD, University of Iowa. Institutional service: Co-Director, Master of Second Language Teaching program, Utah State University (2017–present). Previous appointments: Louisiana State University, 2008–11. Visiting appointments: Southern Oregon University (summer program in Mexico, 2012, 2013, 2018, 2019, 2020). Editorial board member, *Second Language Research and Practice*, 2019–; National Advisory Board Member (invited to 4-year term), Center for Educational Resources in Culture, Language, & Literacy (CERCLL), University of Arizona, 2018–. MLA activities: forum exec. comm., *LSL Applied Linguistics*, 2018–Jan. 2023.

Publications include coed., *Open Education and Second Language Learning and Teaching: The Rise of a New Knowledge Ecology* (2021). contrib., *Language teachers and the open education movement in the United States: A national survey* (2021), *Second language education as an open knowledge ecology* (2021), *Using technology to facilitate second language learning* (2020), and others; work in the following journals: *Foreign Language Annals*, *Language Learning & Technology*, *L2 Journal*, *Modern Language Journal*, *Second Language Research and Practice*, *System*, *TESL-EJ*.

Statement:

No statement provided.

271. Chantelle Warner. Associate Professor German, University of Arizona, Tucson

BA, Ball State University; MA, University of California, Berkeley; PhD, University of California, Berkeley. Institutional service: Co-director of the Center for Educational Resources in Culture, Language, and Literacy, University of Arizona (U of AZ), 2015–present; Chair and Advisor, Instructional Dimensions Track, Graduate Interdisciplinary Program in Second Language Acquisition and Teaching, U of AZ, 2015–20; Language Program Director, German Studies, U of AZ, 2014–present. Collaboration and Innovation Grant from the Confluentcenter for Creative Inquiry, University of Arizona, 2011; Title VI Language Resource Center Grant, 2018 PI & 2014 Co-PI; Title VI Flagship Teacher Training Workshop Grant, Co-PI, 2015. ACTFL Research Priorities Award, American Council for the Teaching of Foreign Languages, 2020; Poetics and Linguistics Association (PALA) Award, 2010. Editorial Board Member: *L2 Journal* (2015–present); International Conference on the Development and Assessment of Intercultural Competence, Conference Co-Chair (2016, 2018, 2020, 2022); L2 Digital Literacies, Co-Chair (2016, 2018); Center for Educational Resources in Culture, Language, and Literacy. MLA activities: Div. on Linguistics and Literature, 2007–Jan. 2012; forum exec. comm., LSL Applied Linguistics, 2019–Jan. 2024.

Publications include *The Pragmatics of Literary Testimony: Authenticity Effects in German Social Autobiographies* (2013). *The Routledge Handbook of Stylistics* (2014), *Pragmatics and Literary Stylistics* (2014), *Transforming the Foreign Language Curriculum in Higher Education: New Perspectives from the United States* (2014), *Encyclopedia of Language and Education. Second and Foreign Language Education* (2016), *Engaging the World: Social Pedagogies and Language Learning* (2017), *Pragmatics and Literature* (2019), *Multilingual Online Academic Collaborations as Resistance* (2020), *Narrative Retellings: Stylistic Approaches* (2020), *Open Education and Foreign Language Learning and Teaching: The Rise of a New Knowledge Ecology* (2021); work in the following journals: *ADFL Bulletin*, *AILA Review*, *Deutsch als Fremdsprache (German as a Foreign Language)*, *Foreign Language Annals*, *Language Learning and Technology*, *Language and Literature*, *L2 Journal*, *Unterrichtspraxis/Teaching German*.

Statement:

As the primary organization representing the study of modern languages and literatures in the US, the MLA is necessarily a multi- and interdisciplinary organization representing a diverse body of scholars. I strongly believe that the future of the humanities involves an attentiveness to the full wealth and breadth of the scholars and scholarships that make up this field. This involves a recognition that the positions, programs, and institutions, within which MLA members work, are being impacted by paradigmatic shifts and economic hardships in higher education in ways that are disparate and inequitable. I would be excited to work with MLA colleagues to develop advocacy work that looks beyond one-size-fits-all solutions. For example, how can we as an organization promote the study of languages, literatures, and cultures that are less commonly taught and thus are often the most vulnerable to budget cuts? How can we work together to critically examine disciplinary assumptions of legitimacy that marginalize some scholars and forms of knowledge production? How do the publishing practices of our fields reproduce global systems of inequity in academia, and how can we work with open concepts of scholarship to reimagine the scope of the humanities? If elected, I would be committed to collaborating with others within and outside of the organization to pursue these and other lines of inquiry in ways that will help us to articulate the valuable work the MLA does for the humanities and in turn the humanities for the world.

LSL Global English (1 contest)

272. Laura Lisabeth. Lecturer writing and rhetoric, Stony Brook University, State University of New York

PhD, St. John's University, Queens, NY. Institutional service: Digital Humanities Work Group, St. John's University (SJU), 2012–14; Middle States Accreditation Workshop, Provost appointee, SJU, 2015; First Year Writing Critical Friends Network, 2016, SJU; Faculty Search Committees, Stony Brook University (SBU), 2018–19; First Year Writing Committee, SBU; Affiliated Faculty, Multilingual and Intercultural Center, SBU; 2020–present. Previous appointments: SJU, 2017–18. St. John's University Institute for Writing Studies Fellowship 2011–14; Certificate of Excellence, SJU, 2017; MLA Travel Award 2017. Multilingual and Intercultural Center for Research Award Stipend for workshop development, 2021. Book Awards Panelist, Annual Media Awards, The Christophers Foundation (2008–13). MLA activities: Delegate Assembly, 2018–Jan. 2021.

Publications include contrib., “Empowering Education With Social Annotation and Wikis,” *Web Writing: Why And How For Liberal Arts Teaching*, University of Michigan Press (2015), “Strunk and White Set The Standard,” *Bad Ideas About Writing* (2017); work in the following journals: *Radical Teacher*, Special issue on Radical Pedagogies, *College Composition and Communication*.

Statement:

I am pleased and honored to stand for election to the MLA Delegate Assembly representing the Global English Forum. My scholarship and teaching are focused on linguistic justice, particularly issues around awareness of the impact on wider social and racial inequities of monolingual English academic culture. My historiographical work on the social impact and complex cultural attachments of Strunk and White's *The Elements of Style* has appeared in a *Radical Teacher* special issue on radical pedagogies (2019) and *College Composition and Communication* (September 2021). By examining the histories out of which this iconic style guide grew, it is easy to see the embedment of racialized, classed and gendered dispositions that underpin academic language culture. I see this as our most immediate challenge, to examine the language of the academy and find ways to revise it to include a broader spectrum of linguistic knowledge. As a member of the Delegate Assembly I will continue to work toward building a more nuanced understanding of socially just language practices in writing classrooms and academic editorial spaces by advocating for a more critical and historicized approach to standardized academic English discourse and a fuller awareness of the benefits to all academics brought by broadening how we think about the language of scholarship and whose ways of knowing matter.

273. Adam McKee. Assistant Professor language, literature, and communication, Elizabeth City State University

PhD Florida State University. Institutional service: Chairperson of Department of English and Digital Media, Elizabeth City State University, 2019–present, Program Coordinator of English, Elizabeth City State University, 2018–19. Previous appointments: Queensborough Community College (CUNY), 2015–17. MLA activities: forum exec. comm., LSL Global English, 2019–Jan. 2024.

Publications include contrib., *Routledge Companion to Literature and Class* (2021), *Spatial Literary Studies: Interdisciplinary Approaches to Space, Geography, and the Imagination* (2021), *Teaching Hemingway and Modernism* (2015); work in the following journals: *Modernist Review*, *Journal of Urban Cultural Studies*, *William Carlos Williams Review*, *Reconstruction: Studies in Contemporary Culture*.

Statement:

I have had the privilege of serving as a member of the Global English Forum for several years now and I think that the importance of this subject and the trajectory of the forum has become more important as each year passes. Given the current social, cultural, and political climate of not only America, but the world, it is increasingly important to examine the importance of English in global context.

As a department chairperson at a small, HBCU I have been working to develop more global relationships for our students and our programs.

LSL Linguistics and Literature (1 contest)

274. Anne M. Furlong. Associate Professor English, University of Prince Edward Island

PhD, University College London. Institutional service: University of Prince Edward Island Liaison, Frank W McKinnon Lecture Series Organizing Committee, 2002–05; Co-ordinator, Bachelor of Applied Arts in Print Journalism Programme, 2001–05 (UPEI). Rothermere Foundation Fellowship (1986–89); University of Prince Edward Island Research Grant (2001, 2002, 2003, 2004, 2006, 2008, 2010, 2017). Visiting appointments: Academic Visitor, University College London (2007, 2013–14). Conference co-chair, L M Montgomery Conference (UPEI), 2002, 2004; Conference co-organiser, Arts-Netlantic, 2004, University of Prince Edward Island; Conference organiser, Atlantic Provinces Linguistics Association (UPEI), 2004, 2010. MLA activities: forum exec. comm., LSL Linguistics and Literature, 2020–Jan. 2025.

Publications include contrib., *Narrative Retellings: Stylistic Approaches* (2021), *Relevance, Pragmatics, and Interpretation* (2019), *Directing in the Performing Arts* (2014), *Pragmatics and Stylistics* (2014), *Paper Empire: William Gaddis and the World System* (with Jeff Bursey) (2007); work in the following journals: *Canadian Journal of Applied Linguistics*, *Canadian Journal of Linguistics*, *International Journal of Literary Linguistics*, *Journal of Literary Semantics*, *Language and Literature*.

Statement:

I recognise that the MLA and its members face grave challenges, in part because of the organisation's broad remit and admirable inclusiveness. However, the MLA's central concerns of research, accountability, integrity, and freedom of thought could not be more relevant. Consequently, I can think of no scholarly organisation in the humanities better placed to change the image and understanding of the arts and humanities in civic and personal life than the MLA. However, I have for some time had reservations about the capacity of the MLA to engage in meaningful communication with undergraduate students through its publications and advocacy work, and without this population, the MLA's influence and effectiveness will remain limited. The MLA may be in every classroom where language and literature are taught, but if the great majority of undergraduate arts students regard this organisation solely as the producer of handbooks and densely written (and hence inaccessible) scholarly articles, we will lose the greatest resource for renewal and growth in our disciplines. I hope that the new Executive will keep this population top of mind in their consultations on the pressing issues facing the arts and humanities. Finally, I would hope that greater consideration will be given to the vital contributions which linguistic stylistics and pragmatics are making to the study of literature, of reading, and of interpretation.

275. Carly Houston Overfelt. Program Coordinator Teaching and Learning, Oakland University

PhD, University of Massachusetts, Amherst. Institutional service: Co-founder and Volunteer, Oakland University Linguistic Diversity Initiative, Oakland University, 2020–present; Honors Thesis Advisor, Alivia English, “The Effects of Dialects in Language Disorder Assessment.” Oakland University, 2021–present; Administration Representative, Institutional Review Board, Gustavus Adolphus College, 2020; Facilitator-Host, Martin Luther King Day Dialogues, Gustavus Adolphus College, January 2020; Faculty Diversity, Equity, and Inclusion Committee ex officio member, Gustavus Adolphus College, 2019–20; Facilitator, Implicit Bias Training Pilot Program, Gustavus Adolphus College, Fall 2019; Interviewee, Writing Center External Review, Gustavus Adolphus College, 2018; Reviewer, Writing Across the Curriculum Learning Outcomes Assessment, Gustavus Adolphus College, 2018; Advisor, Vietnamese Students Association, Gustavus Adolphus College, 2017–20. Previous appointments: Gustavus Adolphus College, 2017–20; Oakland University 2020–present. Diversity Teaching Fellowship, Writing Program, University of Massachusetts, Amherst (Umass), 2016. Dissertation Research Grant, Graduate School, Umass, 2016; Conference Travel Award, Department of English, Umass, 2015. Mark H. Anderson Award, Center for Inclusive Excellence, Gustavus Adolphus College, 2019. Excellence in Teaching Award, Department of English, Purdue University, 2010. Excellence in Teaching Award, Oral English Proficiency Program, Purdue University, 2009. Co-organizer, “White Apprentices, Allies, and Accomplices” Dialogue: Creating Connections toward Linguistic Justice,” with Nicole Houser and Adam Schwartz, Fall 2020. MLA activities: forum exec. comm., LSL Linguistics and Literature, 2019–Jan. 2024.

Statement:

MLA members have long been having conversations, both publicly and privately, about the need for the MLA to commit to the perspectives and needs of 1) contingent faculty and 2) those pursuing alternative-academic careers. As a delegate candidate, I bring perspectives from both of those positions. These positions float at what is the “periphery” of academia, from the perspective of tenured and tenure track faculty, but these positions are increasingly the norm for humanities PhDs who stay in higher education. Specifically, much has been said about the need to help PhD candidates prepare for alt-ac jobs, but not much about what it is like to inhabit those spaces, and how the increase in humanities PhDs is alt-ac means for the very nature of higher education as an entity. As someone who has held one “alt”-ac job already and is about to start a second one, I am well positioned to add nuance and perspective to these conversations and the relevant decision making.

LSL Romance Linguistics (1 contest)

276. Amàlia Llombart. Professor Spanish linguistics, California State Polytechnic University, Pomona

PhD, University of California Santa Barbara. Institutional service: Spanish Single Subject Teaching Credential Advisor, California State Polytechnic U. Pomona (2011–to date); Director of Language Resource Center, Fairfield University (2008–09); Spanish Language Program Coordinator, Fairfield U. (2008–09); Spanish Language Program Coordinator, University of Redlands (1998–2002). Previous appointments: Fairfield University, 2008–09; Redlands University, 2003–08; University of California Santa Barbara, 1998–2002; Ferrahian/Holy Martyrs High School, 1997–98; University of Montpellier (France), 1993–95. RSCA (Research, Scholarship and Creative Activity) Summer Research Grant, Cal Poly Pomona, 2018; SPICE (Special Projects for Improving Classroom Experience) Grant, Cal Poly Pomona, 2014. Service-Learning Fellowship, Cal Poly Pomona, 2014–15. Wall of COOL (Celebrating Outstanding Opportunities for Learning) Award, Cal. Poly Pomona, spring 2020; Outstanding Advisor Award, College of Letters, Arts, and Social Sciences, Cal Poly Pomona, 2018. Nominating Committee, Linguistic Association of the Southwest, 2020–22; President (2017–19), Vice-President (2015–17) of Southern California Chapter of the AATSP. MLA activities: forum exec. comm., LSL Romance Linguistics, 2021–Jan. 2026.

Publications include contr., *El español como lengua de herencia* (2021), *Handbook of Curriculum, Pedagogy and Assessment* (2016), *Language Center Design Kit-5* (2011); work in the following journals: *Hispania*, *Frontiers in Education*, *Hispanic Studies Review*, *Linguistics and Education*, *Cuadernos de ALFAL*, *Journal of the National Council of Less Commonly Taught Languages*, *Pandora*, *Studia Linguistica*, *Revista Internacional de Lingüística Iberoamericana*.

Statement:

I believe Linguistics is a crucial element in the creation of a just society. The understanding of how languages work allows us to engage in a multitude of endeavors that the members of the MLA community values: it allows us to devise better ways to teach and learn languages, it leads us to challenge the dominant sociopolitical hierarchies, and it has the potential to bring greater respect to speakers of different languages and different language varieties. In order to do that, however, we need to encourage collaborative work between different practitioners of linguistics: linguists working on theoretical linguistics, applied linguists, language instructors, and language program directors must cooperate with each other, and our work must be equally valued. Likewise, we must find opportunities to establish ties with digital humanities and cultural studies and to step out of our disciplinary silos.

I have taught Spanish and Catalan language courses and a diversity of theoretical and applied linguistics courses, I have worked as a high school teacher, lecturer, and tenure-line professor, as a language program coordinator and as a Spanish Teaching Credential advisor, and I have served in public and private institutions abroad and in the United States. I have also worked together with a wide range of language educators and linguists through my participation in other associations in addition to MLA, such as AATSP and Linguistics Association of the Southwest. I believe I this diverse academic experience that will help me serve in this position well.

277. Svetlana Tyutina. Associate Professor modern and classical languages, California State University, Northridge

PhD, Florida International University; PhD, Herzen State Pedagogical University of Russia. Institutional service: AT CSUN: Spanish Graduate Program Director; Graduate and Undergraduate Advisor, June 2016–present; Under Armour faculty, Mentoring student athletes, 2019–present; Humanities Research Lab Advisory Council Member, August 2018 - present; Community Engagement Advisory Board Member, August 2018–present; Faculty Committee on Extended Learning, Chair (2018–21); Director of Student Engagement and Service Learning CSUN, Office of Community Engagement, January 2018–20; Interim Director of Community Service Learning, CSUN, Office of Community Engagement, July 2017–January 2018; Graduate Studies Committee (GSC), Presidential appointee, AY 2017–18; Data Champion, 2nd-year appointment, Matadors Rising Initiative, AY 2017–18 1st-year appointment, AY 2016–17; Member of the 2017–18 Probationary Faculty Support Program selection committee, Spring 2017. Previous appointments: Assistant Professor of Humanities (2014–15), Foreign Language Coordinator, Florida Polytechnic U (Lakeland, FL); Teaching Assistant (2007–14) Dept. of Modern Languages, Florida International U (Miami, FL); Teaching Assistant (2005–06) Dept. of Languages and Literatures, U of Northern Iowa (Cedar Falls, IA); Senior Lecturer (2003–05) Dept. of Spanish, Dept. of Translation and Interpretation, Herzen State Pedagogical U of Russia (St. Petersburg, Russia). Probationary Faculty Research Support grant (2019) – funding to develop pedagogical tools for the upcoming bilingual book on Mexican Deaf Community; Community Engagement Disciplinary Grant (2019) – funding to establish a service-learning component for a translation course in collaboration with the LA Superior Court; Community Engagement Disciplinary Grant (2017, 2019, 2020) – Office of Community Engagement, CSUN; Humanities Research Lab Grants (2017, 2018, 2019, 2020) – funding for collaborative research with graduate students; Matador AL\$ Award (2019) – creating 2 zero-cost courses; Faculty Success grant (2019) – CSUN Office of Faculty Development; Bringing Theory to Practice Pathways grant – CSUN Co-PI (in collaboration with College of the Canyons); Co-PI on the Data Champions’ project “Student Success Opportunities: Investigating High Impact, Opportunity Gap, High DFU Rate Courses across the University,” (IRB # 1617-175). Exceptional Levels of Service to Students Award (2017; 2019) – CSUN; Nomination for 2017 Visionary Community Service-Learning Award (2017) – CSUN; Selected to participate in the 2017 HERS Denver Program (Higher Education Resource Services) by the Office of the Provost (November 2016); Premio Ignacio R. M. Galbis (2013) – outstanding publication; the national journal of the National Collegiate Hispanic Honor Society Chapter; Provost Award for Graduate Student Community Engagement (2010–11) – Florida International U; Outstanding Leader Award (2008–10) – Council for Student Organizations, Florida International U; Officer of the Year (2008–09) – National Association of Graduate-Professional Students. Grant Reviewer (2019) Academic Mama Foundation; Latin American Studies in SoCal CSUN representative (2019–present); CSUN Center for Public Humanities (2019–present); CSU World Language Council representative MCLL department (summer 2017–present); Advisor for the h Translation program Department of English (2017–present) Al Buraimi University College (BUC), Oman. MLA activities: Committee on the Status of Graduate Students in the Humanities, 2012–15; Delegate Assembly, 2015–Jan. 2021; forum exec. comm., LSL Romance Linguistics, 2017–Jan. 2022; Delegate Assembly Organizing Committee, 2018–Jan. 2021 (ch. 2021).

Publications include *Escuchar sin oír: Relatos del silencio. Listening without Hearing: Tales of Silence*. By Guillermo Adrián Sánchez González. Translated and edited by Svetlana V. Tyutina. Tacitus, forthcoming. BOOK CHAPTERS - contrib. “Translation of the Media and Political Texts.” *Working with Different Text Types in English and Arabic: Translation in Practice*. 2019, “The Debate between Eurocentrism and Americanism in the Eighteenth-Century Castas Paintings.” *Trans-Pacific Encounters: Asia and the Hispanic World*. 2016, EDITORIAL WORK *El Abencerraje Anthology* (research consultant). Layman Poupard Publishing, forthcoming (2018–20), *In-Verso Journal* (editorial board member, 2019–); work in the following journals: *Transmodernity: Journal of Peripheral Cultural Production of the Luso-Hispanic World*, *International Yearbook of Futurism Studies*, *The Latin Americanist*, *Serta Hispanica*, *The Journal of Faculty Development*, *Learning Communities Journal*.

Statement:

No statement provided.

RCWS Creative Writing (1 contest)

278. Michael Leong. Regular Faculty, California Institute of the Arts

PhD, Rutgers University, New Brunswick. Previous appointments: University at Albany, State University of New York, 2015–19; Goddard College, 2013–15. Literature Translation Fellowship, NEA, FY2016–17. Outstanding Faculty Member Award, English Graduate Student Organization, University at Albany, SUNY, 2016–17. Editorial Board, *American Literature*, 2021– ; Advisory Board, *Journal of Modern Literature*, 2019–.

Publications include *e.s.p.* (poetry, 2009), *Cutting Time with a Knife* (poetry, 2012), *Who Unfolded My Origami Brain?* (poetry, 2017), *Words on Edge* (poetry, 2018), *Contested Records: The Turn to Documents in Contemporary North American Poetry* (2020). trans., *I, the Worst of All* by Estela Lamat (2009); cotrans., *Sky-Quake: Tremor of Heaven* by Vicente Huidobro (2020). contrib., *The Oulipo* (2017), *Cambridge Companion to Twenty-First Century American Poetry* (2021); work in the following journals: *Verge: Studies in Global Asias*, *Journal of Modern Literature*, *A Contracorriente: A Journal on Social History and Literature in Latin America*, *Reconstruction: Studies in Contemporary Culture*, *Contemporary Literature*, *Hyperrhiz: New Media Cultures*, *ARCADE: Literature, the Humanities, & the World*, *Modern Language Studies*, *Denver Quarterly*, *Jacket2*, *Evening Will Come: A Monthly Journal of Poetics*, *Grist: The Journal for Writers*, and others; poems in *Spoon River Poetry Review*, *Hambone*, *New American Writing*, *Interim*, *Hotel Amerika*, *Lana Turner: A Journal of Poetry and Opinion*, *Seattle Review*, *jubilat*, *Drunken Boat*, *The Recluse*, *EOAGH: A Journal of the Arts*, and others.

Statement:

Creative writing is central to the study of language and literature though it often operates on the periphery in institutional contexts—seen as an eccentric and less rigorous neighbor to literary criticism, history, and theory. What if creative writing were moved to the center of the curriculum and considered a legitimate form of knowledge making? What if creative work—by students and professors alike—were valued as equally as conventional forms of scholarship? As a poet/critic, who has taught in both English departments and creative writing programs, I have seen how creative writing can dynamically connect the priorities of the present moment with prior traditions and histories that deserve to be carried forward. Is that not part of the crucial collaborative activity on which the humanities depend?

279. Prageeta Sharma. Henry G. Lee '37 Professor English, Pomona College

BA, Bard College at Simon's Rock, Great Barrington, MA; MA, New School for Social Research, New York, NY; MFA, Brown University, Providence, RI. Institutional service: Founder and President, Thinking Its Presence. (Position involves directing and organizing annual conference and national board committed to creative writing, literary studies, and the arts and their intersections with critical race theory and activism); Conference held at the Poetry Center at University of Arizona, Tucson, 2017; Founder and Co-Director of Thinking Its Presence: Race, Creative Writing and Literary Studies Conference. University of Montana. (Directing and organizing an annual conference committed to creative writing and the arts and their intersections with critical race theory and activism); Director; Associate Professor, University of Montana, Missoula, MT. Previous appointments: University of Montana, 2007–19. Recent Awards: Finalist for 2020 Four Quartets Prize (2020); Poetry Society of America Residency at UCross Foundation (2018); November Artist Residency at the Millay Colony (2012); October Artist Residency at the Headlands Center for the Arts (2012); Howard Foundation Fellowship (2010). At Pomona College: Co-chaired Orientation Book Committee (2020–21); Co-chaired English Chair Search (2020–21); At University of Montana (UMT): Served on UMT Press Committee (2017–19); Diversity Advisory Council Chaired Faculty Evaluation Committee (2011; 2014) ;Served on Search Committee for Director of Composition (2015); Serving on UMT India Advisory Council (2012–15) and South and South East Asian Studies minor (2011–19); Organization and facilitation of six sessions of American studies seminars for The Mansfield Center, China Youth University Summer Program in American Studies at the University of Montana; Summer 2012 Served on UMT Faculty Senate 2010-2012; Volunteered and participated in the Adventures of the Mind (2015–19; 2011–12; 2014–16); Co-chaired University of Montana Fulbright Review Committee (2018, 2014–15;

University of Montana Student Evaluation Committee Facilitation of student summary of faculty teaching for annual faculty reviews. MLA activities: forum exec. comm., RCWS Creative Writing, 2021–Jan. 2026.

Publications include *Grief Sequence*, Seattle, WA: Wave Books, 2019, *Undergloom*, Albany, New York: Fence Books, 2013, *Infamous Landscapes*, Albany, New York: Fence Books, 2007, *The Opening Question*, Albany, New York: Fence Books, 2004, *Bliss To Fill*, Honolulu, Hawaii: Subpress Collective, 2000; work in the following selected journals: *Agni*, *BOMB*, *Boston Review*, *Brooklyn Review*, *Fence*, *Green Mountains Review*, *Harvard Review*, *The Iowa Review*, *LA Review of Books*, *Poetry Magazine*, *Yale Review*.

Statement:

No statement provided.

TM Bibliography and Scholarly Editing (1 contest)

280. Mark Stephen Byron. Associate Professor English, University of Sydney

PhD, Cambridge University, United Kingdom. Institutional service: Chair, Research Seminars, Department of English, USyd, 2011–13; Postgraduate Research Coordinator, Department of English, USyd, 2014–15; Chair, Editorial Advisory Board, Sydney University Press, USyd, 2018–21; Faculty Research Advisor, USyd, 2017–21; Director, Global Modernisms, USyd, 2020–21; School Postgraduate Research Coordinator, USyd, 2021; Faculty Research Director, Humanities, USyd, 2021. Previous appointments: University of Sydney, 2004–21; University of Washington, Seattle, 2003–04; University of Sydney, 2002. Kater Doctoral Scholarship, Cambridge Commonwealth Trust, 1997–2001; Donald C. Gallup Fellowship, The Beinecke Rare Book and Manuscript Library, Yale University, 2006 and 2018; Andrew W. Mellon Fellowship, Harry Ransom Center, University of Texas, Austin, 2006 and 2009; Australian Research Council Discovery Postdoctoral Fellowship, 2006–10; ISL–HCA (International Science Linkages–Humanities and Creative Arts) International Research Fellowship, Australian Academy of the Humanities, 2010; Visiting Scholar, Scholars' Lab and Center for Digital Research, Alderman Library, University of Virginia, 2009 and 2010; Australian Research Council Discovery Project, 2011–13; NeCTAR–AustESE Electronic Scholarly Editions, 2012–13; Australian Research Council Future Fellowship, 2017–20; Visiting Fellow, Centre for East-West Studies, Kansai University, 2019; Gale–Bodleian Library Digital Humanities Fellowship, Oxford University 2021 (deferred due to Covid). Visiting appointments: University of Washington, Seattle, 2003–04; Rikkyo University, Tokyo, fall 2011; Visiting Professor, Ferris University, Yokohama, spring 2016; Zhejiang University, Hangzhou, spring 2018. Ezra Pound Society Book Award, 2014; Vice-Chancellor's Award, Excellence in Postgraduate Supervision, University of Sydney (USyd), 2020; SUPRA (Graduate Union) Supervisor of the Year, USyd, 2020. Conference committee, Felliniana, University of Washington, 2003; Conference convenor, BookLogic: Digital Editing, Digital Humanities, University of Sydney (USyd), 2010; Conference convenor, Australasian Modernist Studies Network: Transnational Modernisms, USyd, 2014; Wentworth Medal Essay Committee, USyd, 2017–20; President, Ezra Pound Society, 2018–21.

Publications include *Ezra Pound's Eriugena* (2014); *Samuel Beckett's Geological Imagination* (2021). ed., *Samuel Beckett's Endgame* (2007), *The New Ezra Pound Studies* (2020); coauthor and coed., *Ezra Pound's and Olga Rudge's The Blue Spill: A Manuscript Critical Edition* (2019); guest ed., *Journal of Beckett Studies* (2016), *Affirmations: Of the Modern* (2016); coed., *Oxford Encyclopaedia of Literary Theory* (2021). contrib., *Music and Literature* (2002), *Pound and Referentiality* (2003), *Literature and the Writer* (2004), *Phrase and Subject: Studies in Music and Literature* (2006), *Ezra Pound in Context* (2010), *Samuel Beckett in Context* (2012), *In Dialogue with Godot: Waiting and Other Thoughts* (2013), *Beckett und die deutsche Literatur* (2013), *Flann O'Brien and Modernism* (2014), *Modernism, Christianity and Apocalypse* (2014), *Repurposing the Digital Humanities: Research, Methods, Theories* (2014), *Text, Translation, Transnationalism: World Literature in 21st Century Australia* (2016), *Writing, Medium, Machine: Modern Technographies* (2016), *Unattended Moments: The Medieval Presence in the Modernist Aesthetic* (2017), *Readings in the Cantos* (2018), *A Companion to Ezra Pound's Economic Thought* (2019), *Derrida and Modernism* (2019), *The Edinburgh Companion to Ezra Pound and the Arts* (2019), *The New Ezra Pound Studies* (2020), *Gerald Murnane: Another World* (2020), *Oxford Encyclopaedia of Literary Theory* (2021); work in the following journals: *Critical Quarterly*, *Samuel Beckett Today / Aujourd'hui*, *Journal of Beckett Studies*, *Glossator*, *Studia Neophilologica*, *Ecdotica: Rivista di Studi Testuali*, *Archives and Manuscripts*,

Modern Language Studies, English Studies in Africa, Literature and Aesthetics, Literature Compass, How2, Henry Street, Comitatus.

Statement:

The fields of Bibliography and Scholarly Editing have fundamentally transformed over the last several decades in my field of modern literature: from relatively stable procedures and methods by which to edit literary documents for publication, to an exciting collection of ideas and methods spanning several national traditions as well as historically based disciplines such as Classics and Medieval Studies. Textual Studies has comprised a core research element across my career, stemming from my doctoral dissertation on modernist manuscripts. My focus on archival materials—literary manuscripts, letters, notebooks, drafts, and so on—has informed many of my major publications, including work on digital scholarly editions. The interface of archival documents and digital resources is terrain with which I am deeply familiar: it demands judicious thinking on the representation of texts as well as matters of scholarly access, and the needs of readers both within and beyond the academy. This background has, in turn, informed my pedagogy. My courses regularly approach problems of literary representation—from avant-texte material to scholarly editions—and how these concerns throw critical light on the criteria for canonicity (and whether and how these criteria change), as well as interpretive lenses such as postcolonial theory, intersectionality, and multimedia theory, among others. I am able to advocate effectively for Bibliography and Scholarly Editing and for MLA members whose work intersects with these fields. I am a long-standing regular attendee of the MLA Convention, where I co-convene the guaranteed panel for the Ezra Pound Society.

281. Amy Earhart. Associate Professor English, Texas A&M University, College Station

PhD, Texas A&M University. Institutional service: Coordinator of Instructional Technology, Department of English, Texas A&M University (2004–08), Interim Director of American Studies Program, Texas A&M University (2005). PI: NEH-Mellon Fellowship for Digital Publication (2020), Presidential Impact Fellowship: Texas A&M University (TAMU) (2020,) Glasscock Internal Faculty Residential Fellowship TAMU (2020), Arts & Humanities Fellow TAMU (2019), Core Curriculum Enhancement with Technology TAMU (2012), NEH Summer Stipend (2009); Participant: Mellon Foundation (2020–22), Digital Humanities Advancement Grant, Level 1 NEH (2020), The American Council of Learned Societies Extension Grant (2018), Start-Up Grant, Level 1 NEH (2016), Program to Enhance Scholarly and Creative Activities TAMU (2015), Institute for Advanced Topics in the Digital Humanities NEH (2010–12), DH Center; The White Paper Research Roadmap Competition TAMU (2009). University Distinguished Achievement Award, Teaching. The Association of Former Students (TAMU) (2017). Montague-CTE Scholar Teaching Award TAMU (2013–14). Co-Chair. Committee on Scholarly Editions (2020–22), Member. Committee on Scholarly Edition (2018–22), Member, MLA Discussion Group, Computer Studies in Language and Literature (2010–13) MLA; Co-Chair, Digital Americanist Group. American Literature Association. MLA activities: Discussion Group on Computer Studies in Language and Literature, 2010–Jan. 2015; Committee on Scholarly Editions, 2019–23 (coch. 2020–22).

Publications include *Traces of the Old, Uses of the New: The Emergence of the Digital Literary Studies* (2015). coed. *The American Literature Scholar in the Digital Age* (2010). contrib., *The Digital Black Atlantic* (2020), *Bodies of Information: Intersectional Feminism and Digital Humanities* (2018), *Teaching with Digital Humanities: Tools and Methods for Nineteenth-Century American Literature* (2018), *Approaches to Teaching the Works of Ralph Waldo Emerson* (2018), *Debates in Digital Humanities*, 2016 (2016), *Humanities and the Digital* (2015), *Debates in Digital Humanities* (2012), *The Oxford Handbook to Transcendentalism* (2010), *Reinventing the Peabody Sister* (2006); work in the following journals: *ATQ: American Transcendental Quarterly*, *DHQ: Digital Humanities Quarterly*, *Digital Studies/Le champ numérique*, *Documentary Editing*, *DSH: Digital Scholarship in the Humanities*, *Fudan Journal of the Humanities and Social Sciences*, *Scholarly Editing: The Annual of the Association for Documentary Editing*, *Textual Cultures: Texts, Context, Interpretation*, *The Emily Dickinson Journal*.

Statement:

Involved with digital humanities scholarship since 2003, my scholarship has focused on infrastructures of technology and their impact and replication of “race,” embedding digital humanities

projects within the classroom, and tracing the history and futures of dh, with a particular interest in the way that dh and critical race studies intersect. My scholarship has been invested in understanding the ways that textual studies, editing and bibliography have morphed and expanded in the digital humanities.

I have edited digital projects constructed to expand access to Black humanities materials, as is the case with projects *The Millican Massacre, 1868*, DIBB: The Digital Black Bibliographic Project, and Alex Haley's *Malcolm X: 'The Malcolm X I knew'* and notecards from *The Autobiography of Malcolm X*. I am currently editing an experimental digital edition of *Jean Toomer's Cane and the Civil War Writings for the Collected Works of Harriet Beecher Stowe*, Oxford UP.

I serve the profession by co-chairing the MLA Committee on Scholarly Editions and have served on the MLA Discussion Group, Computer Studies in Language and Literature. I sit on numerous advisory and executive boards including the *Journal of Computational Literary Studies*, *Scholarly Editing Journal*, *Cambridge Elements in Digital Literary Studies*, *The Project on the History of Black Writing*, and *Friends of the African American Library at the Gregory School, Houston Public Library*, among others.

I am committed to the importance of textual studies work, whether print or digital, and will ensure our disciplinary concerns are represented.

TM Language Theory (1 contest)

282. Matthew Giancarlo. Professor English, University of Kentucky

PhD, Yale University. Institutional service: University of Kentucky: University Senate, Senator for Arts & Sciences Humanities Division, 2014–15; 2016–19; University Senate, Senate Academic Programs Committee, 2016–19; University Strategic Plan Implementation Committee, Graduate Education, 2015; University Graduation Composition & Communication Requirement (GCCR) Committee Co-Chair, 2013–15; University Constitution Day events faculty liaison, 2016; College of Arts & Sciences Committee on Revising the Evaluation of Teaching, Fall 2013; English Dept. Executive Committee, 2020–21; English Dept. Faculty Merit Evaluation Report (FMER) Committee, 2019–21; English Dept. Full Professor promotion reviewer for Dr. Joyce Green MacDonald, Fall 2020; English Dept. Chair Appointment Advisory Committee, Fall 2018 (committee chair); Fall 2020 (follow-up); English Dept. Graduate Committee, 2016–18; English Dept. Graduate Job Placement Officer, Fall 2015, 2016–18; English Dept. Program Review Committee, 2013; and more.. Previous appointments: University of Kentucky, 2009–present; Yale University, 1997–2009. Walter Hines Page Endowed Fellow, National Humanities Center, Research Triangle Park, NC, 2004–05. Visiting appointments: (none). English Graduate Student Organization Outstanding Service Award, 2017; Arts & Sciences Outstanding Mentor for Undergraduate Research, University of Kentucky, 2016–17; Sabbatical Research Support Award, University of Kentucky, 2015–16; William S. Ward Distinguished Faculty Service Award, University of Kentucky Dept. of English, 2013; CRAA Foreign Travel Research Support Award, University of Kentucky, 2008–09; 2010; MacMillan Center Research Fellow, Yale Center for International and Area Studies, 2006–07. Co-editor, *The Journal of English and Germanic Philology* (U. Illinois Press), 2019–present; Conference proposals evaluator, International Society for the Study of Narrative Annual Conference, 2017; Programming Committee, Medieval Academy of America Annual Congress, U. of Tennessee, Knoxville, 2013; Society Organizer, Society for the Study of the History of the English Language, 2009–12. MLA activities: forum exec. comm., *TM Language Theory*, 2018–Jan. 2023.

Publications include *Parliament and Literature in Late Medieval England*. Cambridge Studies in Medieval Literature No. 64. Cambridge University Press, October 2007 (hardback: 978-0521875394), June 2010 (paperback: 978-0521147729). "Chaucer and Contemporary Courts of Law and Politics: House, Law, Game." In *The Oxford Handbook of Chaucer*, eds. James Simpson and Suzanne Akbari. Oxford University Press, (2020); "Philology, Theory, and Critical Thinking through the History of the English Language." In *The History of the English Language: Pedagogical Practices for Colleges and University Classrooms*, eds. Mary Hayes and Allison Burkette. Oxford University Press, (2017); "Gower's Courts." In *The Routledge Research Companion to John Gower*, eds. Ana Sáez-Hidalgo, Robert F. Yeager, and Brian Gastle. Routledge, Taylor & Francis, (2017); "Speculative Genealogies." In *Oxford Twenty-First Century Approaches to Literature: Middle English*, ed. Paul Strohm. Oxford University Press, (2007); and more.;

work in the following journals: *Exemplaria*, *Studies in the Age of Chaucer*, *Yearbook of Langland Studies*, *Viator*, *Speculum*, *The Journal of English and Germanic Philology*, *Studies in Medieval and Renaissance Teaching*, *Representations*.

Statement:

I am very happy to stand as the Delegate candidate for the Language Theory TM Group, in order to responsibly represent our interests in the Delegate Assembly, and also to report back to our Group the proceedings and issues before the Delegate Assembly. Thank you!

283. Mary Hayes. Associate Professor English, University of Mississippi, Oxford

BA Dartmouth College, MA University of Chicago, PhD University of Iowa. Institutional service: Medieval Studies grad certificate, Founder (2014) and Director (2015–present); University of Mississippi (UM) Medieval Studies undergrad minor, Co-Founder (2009) and Director (2010–present); University Lecture Series Committee, 2018–21; University Museums Committee, 2020–23; Search Committee Chair, Assistant Prof. in Middle English, spring 2017; Faculty Senate, Fall 2019, January 2016–May 2017; AY 2008–09; Search Committee Member, Visiting Assistant Prof. of Old English, 2011–12; Graduate Studies Committee, English Department, 2019–21, 2016–17, 2014–15; Undergraduate Committee, English Department, 2007–09, 2010–13; Gender Studies Conference, committee member (2012); chair (2011, 2010, 2009, 2008). Previous appointments: University of Kentucky, Visiting Assistant Professor. College of Liberal Arts, Summer Research Grant, University of Mississippi (UM): 2017, 2016, 2014, 2012, 2011, 2009, 2008; Faculty Research Program Grant, 2007–08; UM Ballard-Seashore Dissertation Award, University of Iowa, 2003–04; In my capacity as director of Medieval Studies at UM, I have received five grants to fund our annual speaker series: “Virtually Medieval” (spring 2019); “The History of the Past: Nostalgia, Myth, and Contemporary American Politics,” (February 2018); “Medieval Islam and the Modern West: Interdisciplinary Approaches to Transcultural Encounters,” (spring 2017); “Modern Dante: The Humanities, the Academy, and the Public in the 21st century,” (spring 2016). Sewanee Medieval Colloquium, Susan J. Ridyrd Prize, April 2019; NEH Summer Stipend, Internal competition candidate for summer 2014, summer 2015, and summer 2019; Schallek Award, Richard III Society of America and Medieval Academy of America, 2004; Newberry Library Renaissance Consortium Grant, 2004; Outstanding Teaching Assistant Award, Council for Teaching, University of Iowa, 2001. Research on Medieval and Renaissance Drama, Editorial Board (2020–22) Reviewer for Cambridge University Press, *Chaucer Review*, *English Language and Linguistics*, *Mediaevalia*, *Romance Quarterly*, Routledge. MLA activities: forum exec. comm., TM Language Theory, 2016–Jan. 2021; forum exec. comm., LSL Linguistics and Literature, 2021–Jan. 2026.

Publications include *A History of the English Language: An Introduction for Literature and Linguistics Students* (forthcoming, Cambridge University Press, 2022), *Divine Ventriloquism in Medieval English Literature: Power, Anxiety, Subversion* (New York: Palgrave Macmillan, 2011), *A Biography of the English Language*, 3rd edition, Cengage Learning, 2011; coauthor *Workbook and Answer Key for third edition of A Biography of the English Language*, Cengage Learning, 2011; coauthor *Approaches to Teaching the History of the English Language*, co-edited with Allison Burkette (New York: Oxford University Press, 2017), coed., “The History of the English Language and the Future of the Humanities,” in the *New Cambridge History of the English Language* (2022); “Saving Rough Drafts: The Miracle Plays of Claire Sponsler,” *Philological Quarterly*, “The Lazarus Effect: Translating Death in Medieval English Vernacular Drama” *Philological Quarterly*, “The Talking Dead: Resounding Voices in The Exeter Book Riddles,” *Exemplaria*, “Privy Speech: Sacred Silence, Dirty Secrets in The Summoner’s Tale,” *The Chaucer Review*.

Statement:

I’m honored to be nominated for election to the MLA’s DA to represent the TM Language Theory forum. I served on the executive committee for this forum (2016–21). This experience was so great that--as it came to a close--I decided to stand for election to the executive committee of LSL Linguistics and Literature, which welcomed me as its newest member in January 2021. If elected to the DA, I would bring two concerns to the proverbial table: one specific to TM Language Theory (and forums that are not strictly “literary”), and one of general concern. 1) In its inception as a professional organization, the MLA espoused a broad definition of “language,” one that included two fields since distinguished as “literature” and “linguistics.” At

future MLA conferences, which in recent years have been comprised chiefly of panels on (English) literary topics, I'd like to ensure the possibility for multidisciplinary conversations about, for instance, "public language" (i.e., as constructed in a post-truth era in digital space), a topic that could be incorporated into our public-facing mission. 2) In my almost-six years serving on the executive committee of MLA forums, I had an abiding concern about how best to use *MLA Commons* to recruit members, communicate with current members, and publicize our panels. If elected to the DA, I would communicate members' suggestions about the interface to the MLA and, in turn, encourage executive committees to use Commons to cultivate professional communities.

TM Libraries and Research (1 contest)

284. Ivy Roberts. Graduate student, University of Maryland, College Park

Statement:

No statement provided.

285. Brandon Walsh. Head Student Programs, University of Virginia Library, Charlottesville

PhD, University of Virginia. Previous appointments: Head of Student Programs, Scholars' Lab, University of Virginia Library, January 2019–present; Head of Graduate Programs, Scholars' Lab University of Virginia Library, May 2017–January 2019; Mellon Digital Humanities Fellow, Visiting Assistant Professor of English Washington and Lee University Library, November 2015–May 2017. Summer Graduate Research and Travel Grant, UVA, annually, 2010–present; Praxis Program Fellowship, Scholars' Lab, UVA, 2012–13; Junior Fellow, Society of Fellows, UVA, 2014–15; Raven Fellowship to develop Python web application to analyze sound recordings of poetry, Raven Society, Raven Society, UVA, 2015; Yalden-Thomson Summer Grant to develop Python web application to analyze sound recordings of poetry, Society of Fellows, UVA, 2015; Graduate Fellowship in the Digital Humanities, Scholars' Lab, UVA, 2015–16; Grant for AV/VR Documentation, with Arin Bennett and Will Rourke, Parents Fund UVA, 2019. First Place at UVA's Huskey Graduate Research Exhibition for presentation on "Hearing Silent Woolf" Arts, Humanities, and Social Sciences Summer Research Fellowship Award; Graduate School of Arts and Sciences, UVA, 2013; Outstanding Graduate Teaching Award, UVA, 2015. Digital Humanities Conference, abstract reader, summer 2014–present; Programming Historian, Editorial Board 2017–present; The Journal of Interactive Technology and Pedagogy, Editorial Collective, fall 2018–present; Reviewer for *Conradiana*; *Restoration: Studies in English Literary Culture, 1660–1700*; *Digital Humanities Quarterly*; Communications chair for Chesapeake DH Consortium, 2019–20; Association for the Computers and the Humanities Executive Council Member, spring 2020–present.

Publications include Co-editor with Kelly Hammond and Gregory Palermo, Issue 18 of the *Journal of Interactive Technology and Pedagogy* with a Forum on Data and Computational Pedagogy, Fall 2020; co-author, "A Humanists Cookbook for Natural Language Processing in Python," with Rebecca Bultman, Fall 2020; co-author, *Introduction to Text Analysis: A Coursebook*, open access textbook self-published with Sarah Horowitz, Fall 2016. contrib., *#DLFTeach Toolkit*; contrib. *Debates in Digital Humanities Pedagogy*; contrib. *The Digital Futures of Graduate Study in the Humanities*; contrib. *Pataphysics, then and now*; work in the following journals: *The Programming Historian*, *Digital Pedagogy in the Humanities: Concepts, Models, and Experiments*, *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture, Insights*; *James Joyce Quarterly*, *Literary and Linguistic Computing*, *Conradiana*.

Statement:

I have six years' experience working in libraries after receiving my PhD in English from UVA. During that time I have been active as a scholar practitioner in DH and library circles. I would love to use this position with the Delegate Assembly to try to bring the digital library community with which I've become involved more into the MLA world. In particular, I would like to think about the institutional barriers that might prevent digital humanists and other members of the library community from participating in MLA activities (like the conference). I will also be serving as the MLA liaison from the Association for Computers and the Humanities during this time, which will allow me to further consider how best to encourage cross-

participation between members of both groups. In addition, I have long-standing interests in advocating for students and precarious employees of the academy, particularly in regards to professional development. Using my own experiences as a literature PhD who transitioned to library careers, I would love to support MLA in their efforts to encourage broad attention to reforming graduate education in light of the current job market.

TM Literary and Cultural Theory (1 contest)

286. Lynne Huffer. Professor women's, gender, and sexuality studies, Emory University

PhD, University of Michigan, Ann Arbor. Institutional service: Director of Undergraduate Studies, French Dept, Yale U, 1990–92; Chair, Policy Committee, Faculty Council, Rice U (RU), 2002–04; Director, Women and Gender Studies, RU, 2003–05; Speaker of the Faculty, RU, 2004–05; Chair, Dept of Women's Studies, Emory U (EU), 2007–10; Fox Center for Humanistic Inquiry Executive Committee, EU, 2008–10; Laney Graduate School Executive Committee, EU, 2012–15; Faculty Senate at-large member, EU 2016–18; Emory College Strategic Planning Committee, EU, 2016–18; Director of Graduate Studies, Dept of Women's, Gender, and Sexuality Studies, EU, 2016–18; Chair, Emory College Tenure and Promotion Committee, EU, 2017–18; Emory College Named Chairs Selection Committee, EU, 2016–20; University-wide Tenure and Promotion Advisory Committee, EU, 2021–24. Previous appointments: Emory University, 2005–present; Rice University, 1998–2005; Yale University, 1989–98. Regents Fellowship, University of Michigan, Ann Arbor (UM), 1984–88; Rackham Predoctoral Fellowship, UM, 1988–89; Griswold Faculty Research Grant, Yale U (YU), 1991; Morse Junior Faculty Fellowship, YU, 1992–93; Camargo Foundation Fellowship, 1992–93; Senior Faculty Fellowship, YU, 1995–96; Center for Study of Cultures Fellowship, Rice U (RU), 2002–03; Fox Center for Humanistic Inquiry Senior Fellowship, Emory U (2020–21). NEH/Sarofim Distinguished Teaching Professor, Rice U (RU), 2001–02; George R. Brown Award for Superior Teaching, RU, 2004; George R. Brown Award for Excellence in Teaching, RU, 2005; MLA Florence Howe Award for Feminist Scholarship in English, 2011; Samuel Candler Dobbs Chair in Women's, Gender, and Sexuality Studies, Emory U (EU), 2012; George P. Cuttino Award for Excellence in Mentoring, EU 2016; Emory Williams Award for Distinguished Teaching, EU 2017; Society for Phenomenology and Existential Philosophy Scholar's Session, 2021. Editorial Board, *Tessera*, 2001–present; Editorial Board, *Contemporary French Civilization*, 2001–present; Book Selection Committee, Society for Phenomenology and Existential Philosophy, 2012–14; Editor, *philoSOPHIA: A Journal of Continental Feminism*, 2013–18; press manuscript reader: Berg, Bloomsbury, Bucknell, Columbia, Cornell, Duke, Edinburgh, Fordham, Indiana, Punctum, Routledge, Stanford, U of Chicago, Minnesota, U of NC; journal manuscript reader: *Contemporary French Civilization*, *Critical Philosophy of Race*, *differences*, *Feminist Cultural Studies*, *Feminist Economics*, *Foucault Studies*, *GLQ*, *Hypatia*, *Intellectual History Review*, *Journal of Lesbian Studies*, *PMLA*, *Journal of Feminist Studies in Religion*, *Political Theory*, *Radical Philosophy Review*, *Signs*, *Society and Space*, *Southern Journal of Philosophy*, *Symposium*. MLA activities: *Profession* Advisory Committee, 2006–07; Discussion Group on Interdisciplinary Approaches to Culture and Society, 2007–Jan. 2012; Div. on Women's and Gender Studies, 2007–Jan. 2012.

Publications include *Another Colette: The Question of Gendered Writing* (1992); *Maternal Pasts, Feminist Futures: Nostalgia, Ethics, and the Question of Difference* (1998); *Mad for Foucault: Rethinking the Foundations of Queer Theory* (2010); *Are the Lips a Grave? A Queer Feminist on the Ethics of Sex* (2013); *Foucault's Strange Eros* (2020). contrib., *Algeria and France, 1800-2000: Identity, Memory, Nostalgia* (2006); contrib., *Queer and Feminist Legal Theory: An Uncomfortable Conversation* (2009); contrib., *Irigaray and the Greeks* (2010); contrib., *Shakespeare* (2010); contrib., *The Question of Gender: Joan W. Scott's Critical Feminism* (2011); contrib., *The Companion to Foucault* (2013); contrib., *Critical Thinkers Now: Michel Foucault* (2014); contrib., *Unarchived Histories: The Mad and the Trifling* (2014); contrib., *Active Intolerance: Michel Foucault, the Prisons Information Group, and the Future of Abolition* (2015); contrib., *Politics, Theory, and Film: Critical Encounters with Lars von Trier* (2016); contrib., *Foucault/Derrida: Fifty Years Later* (2016); contrib., *Anthropocene Feminism* (2017); contrib., *After Foucault* (2018); contrib. *Archives of Infamy: Foucault on State Power in the Lives of Ordinary Citizens* (2019); contrib., *The Politics of Desire: Foucault, Deleuze, and the Rhizomatic Book* (2021); work in the

following journals: *French Literature Series*, *Romanic Review*, *Yale French Studies*, *Contemporary Literary Criticism*, *differences: A Journal of Feminist Cultural Studies*, *Sites: Journal of 20th-Century Contemporary French Studies*, *Substance: A Review of Theory and Literary Criticism*, *Theory, Culture, Society*, *GLQ: A Journal of Lesbian and Gay Studies*, *philoSOPHIA: A Journal of Continental Feminism*, *Foucault Studies*, *Criticism: A Quarterly for Literature and the Arts*, *Contemporary Political Theory*, *Theory and Event*, *Continental Philosophy Review*, *Feminist Formations*, *Arizona Quarterly: A Journal of American Literature, Culture, and Theory*.

Statement:

I am honored to be nominated as the Delegate Assembly representative for Literary and Cultural Theory. Trained in French literary studies with a focus on post-structuralism, I have spent the bulk of my 35-year academic career in women's, gender, and sexuality studies. My interest in theory has always included the literary sensibilities of my doctoral training. My most mature work is attuned to how continental philosophy, feminist and queer theory, critical race theory, rhetorical studies, and experimental writing overlap and inform one another. I have also learned to wage strategic political fights in a wide range of academic and nonacademic venues when necessary. My political engagements are inextricably linked to the work I do as a theorist. Like Foucault, I try to avoid polemics. Like Foucault, I view thinking as a form of practice. As a delegate, I will advocate for the capacity to cultivate freedom of thought. I regard the opportunity to serve as a "theory delegate" as a concrete venue for collaborative thinking as a Foucauldian practice of freedom. The contemporary world shows increasing signs of an alarming tendency toward Orwellian doublethink or just a simple refusal to think. I hope that in a small way I can actively contest that trend by serving as a delegate for Literary and Cultural Theory.

287. Surya Parekh. Assistant Professor English, Binghamton University, State University of New York

PhD, University of California, Santa Cruz. Institutional service: Chair of Sub-Committee to Update the Department Website, English Department, Binghamton University, 2017–18; Member, Center for Philosophy, Interpretation and Culture, 2015–18, Member, Search Committee, Binghamton University 2017; Member, Citizenship, Rights, and Belonging Transdisciplinary Area of Excellence, 2015–. Previous appointments: Pennsylvania State University, 2013–15. Drescher Leave Program, United University Professionals, Fall 2019; Dean's Research Semester Leave, Binghamton University, Fall 2018; Institute for Advanced Studies in the Humanities Fellow, Binghamton University, Fall 2017; Postdoctoral Fellowship, Africana Research Center, Penn State University (Penn State), 2014–15; Alain Locke Postdoctoral Fellowship, Department of Philosophy and Rock Ethics Institute, Penn State, 2013–14; Chancellor's Dissertation Fellowship, University of California, 2011–12; Deutsche Akademische Austausch Dienst (DAAD) Summer Fellowship (declined), 2009. Fellowship Reviewer for the Madrid Institute of Advanced Study, 2021; Associate Editor, *The A-Line: A Journal of Progressive Thought*, 2020–; Co-organizer, "Global Ritwik Ghatak?," Columbia University, 2019; Chair and Member, Racial and Ethnic Diversity Executive Committee, Society for Phenomenology and Existential Philosophy, 2016–18; Coordinator, "The International Conference on Protection and Accountability in Burma," Barnard College, sponsored by Columbia University and the Free Rohingya Coalition, 2018; Reader Referee, *Issues in Critical Inquiry*, 2015; Book Review Editor, *Critical Philosophy of Race*, 2014; Manuscript Reviewer for *Critical Philosophy of Race*, *Radical Philosophy Review*, *History and Philosophy of the Life Sciences*, *boundary 2*, *International Theory*, and *Continental Philosophy Review*; Co-organizer, "African Turning Points Colloquium," The Penn State University, 2014; Co-organizer, "Re-imagining the Poet-Critic," University of California, Santa Cruz, 2010.

Publications include *Black Enlightenment* (under contract). coed., *Spivak Moving* (forthcoming). contrib., *Hegel and History* (2010); work in the following journals: *Nineteenth-Century Literature*, *Postcolonial Directions in Education*.

Statement:

I am honored to be nominated to represent the TM Literary and Cultural Theory Forum in the MLA Delegate Assembly. In my research and teaching, I look at how the practice of theorizing can be found in a wide variety of genres and media. My current work rethinks the Enlightenment from the position of the

Black subject. I argue that literary genres are the pre-eminent form for Black philosophizing in the 18th century. In my classes, I have tried to broaden interest in theory by teaching received canons alongside work in Black Studies, Queer Theory, Transgender Studies, and Feminist and Sexuality Studies.

I think it's also important to expand interest in theory at the professional level. I believe that my experience on the Racial and Ethnic Diversity Executive Committee at the Society for Phenomenology and Existential Philosophy, the main professional organization for continental philosophy, will serve me well in this regard. I was elected in 2015 for a three-year rotation, chairing the committee in 2018. The work I did was aimed at challenging some of the divisions among the various subfields of continental philosophy, especially the sometimes invisible gatekeeping that produces barriers to entry. If elected, I would hope to work in this regard at the MLA.

TC Digital Humanities (1 contest)

288. Hatem Akil. Adjunct English, Valencia College

PhD, Texts and Technology, University of Central Florida, FL. Institutional service: Campus President, Broward Center of Turkey, (2019–20), director, Quality Enhancement Plan, Seminole State College, FL., (2016–19). Previous appointments: Adjunct faculty, Valencia College, Orlando, FL, (2020); Assistant Professor, Broward Center of Turkey, (2019–20), Adjunct faculty, Seminole State College, FL., (2012–19); Adjunct Instructor, Middlebury College, VT., (2016); Adjunct faculty, University of Central Florida, FL., (2011–12). Board of Advisors, Southern Technical College, Orlando, FL (2020–present); Board of Advisors, ADUC University, Dubai, UAE (2020–present); Conference Primary Investigator Modernity a Global Update, Seminole State College, Sanford, FL., (2019); Organizer, “The Impossible Revolution.” Seminar. Seminole State College, (2018); Organizer, “The Ends of Freedom.” Roundtable. Seminole State College, (2018); Organizer, “Theatre, Censorship and Exile.” Seminar. Seminole State College, (2018); Organizer, “Driving Gender.” Seminar. Seminole State College, (2017); Organizer, “Immigration towards Europe.” Seminar. Seminole State College, (2017); Organizer, “War as a State of Dystopia.” Seminar. Seminole State College, (2017); Chair, QEP Advisory Board, Seminole State College (2016–present); Chair, QEP Culture of Reading Committee, Seminole State College (2016- present); Chair, TEDx Seminole State College Organizing Committee (2018); Member, Speaker Series Committee (2016–19). MLA activities: forum exec. comm., CLCS Global Arab and Arab American, 2015–Jan. 2019.

Publications include *The Visual Divide Between Islam and the West*. New York: Palgrave-Macmillan (2016). coed. *Global Modernity in the Shadow of Pandemic, A Cross-Disciplinary Update*. Hatem N. Akil and Simone Madannu, Eds. Amsterdam University Press. Amsterdam University Press, (forthcoming 2021). “The Missing Body: Figurative Representations in Islamic Iconography.” *Global Modernity in the Shadow of Pandemic*. Hatem N. Akil and Simone Madannu, Eds. Amsterdam University Press, (Forthcoming 2021). “The Martyr’s Vision, Why the Suicide Bomber’s Eye is Cast not to the Sky, but to the Other.” *Re-Visioning Terrorism: A Humanistic Perspective*. Elena Coda and Ben Lawton, ed. Purdue University Press, (2016). “Cinematic Terrorism: Deleuze, ISIS and Delirium.” *Journal for Cultural Research*, vol. 20, no. 4, (2016).

Statement:

Issues of equity, access, justice, relevance, and employability continue to suffer from a lack of adequate attention in the academy. If elected to DA, I will actively engage with our members to locate and communicate the most pressing issues of our field. I will defend the role of academics as public intellectuals entrusted with both the right and obligation of speaking truth to power, and in doing so, undertaking a stand in support of Justice, Equity, Diversity, and Inclusivity. For many in our field, the crisis is purely existential: the casualization of academic labor, the flatlining of academic jobs, the precarity of the lives of adjuncts, the income inequality, are only compounded to recent upheavals in public health, racial, social, and political grievances. These are issues that must be voiced, tackled, and resolved. While DH scholars continue to struggle, the world is witnessing an unprecedented boom in Edtech: private companies that create future technologies FOR academics WITHOUT academics. We need to propose innovative solutions that promote graduate curricula and programs that incorporate professional consulting pedagogies so academics can both teach and be sought after as SMEs by the Edtech industry. As founder and former Chair of the Global Arab American Forum, I constantly reached out for collaborations with other forums for solidarity and often co-

sponsored and spoke at DA in support of anti-racist resolutions. I am confident that my experience with MLA's administrative procedures and my coalition-building abilities will help bring action to issues of concern to DH community.

289. Alison Booth. Professor English, University of Virginia

PhD, Princeton University, Princeton NJ. Institutional service: Executive committee, Women's Studies, University of Virginia (UVA), 1986–94; director, Master's Program in English and Women's Studies, UVA, 1992–94; faculty senate delegate, UVA, 1991–95, 2005–07; secretary of faculty senate, UVA, 1994–95; executive council of faculty senate, UVA, 2005–07; acting chair, Asian and Middle Eastern Languages and Cultures department, UVA, 1997–98; associate dean for personnel and planning in Arts and Sciences, UVA, 1995–98; director, graduate studies in English, UVA, 2000–03; chair, search committee, Mellon assistant professor of DH, UVA, 2019–29; co-director, Scholars' Lab, University Library, UVA, 2016– ; founding academic director, Graduate Certificate in Digital Humanities, UVA, 2018– ; member, committee on external review of DH at University of Virginia, UVA, 2019–20, and others. Previous appointments: Princeton University, 1985–86. Cornell University Graduate Fellowship, 1977–79; Princeton University Doctoral Fellowship, 1981–85; Scholarship, School of Criticism and Theory, Northwestern University, 1985; Fellow, Virginia Center for the Humanities, 1993; Associate Fellow, Institute for Advanced Technology in the Humanities (IATH), University of Virginia (UVA) 2009–10; Resident Fellow, IATH, UVA, 2010–12; American Council of Learned Societies Digital Innovation Fellowship, 2014; Plumer Visiting Fellow, St. Anne's College, Oxford University, 2020. CLU Digital Research Funds, UVA, 2009; Page Barbour symposium grant, UVA, 2015; NEH Level II Start-up Grant, Office of Digital Humanities, 2015–17; Strategic Initiative Fund, co-directed Humanities Informatics Lab, UVA, 2017–20; course development grant, Humanities Informatics, UVA, 2019; Three Cavaliers grant co-PI, UVA, 2021–22. Visiting appointments: Bread Loaf School of English, Juneau, 2006; Bread Loaf School of English, Asheville, 2008 (summers). New Jersey State Council on the Arts grant for fiction, 1983; Barbara Penny Kanner Award for Bibliomethodology, Western Association of Women Historians, 2005. Executive Council (1996–1998), Perkins Prize Committee for Best Book on the Study of Narrative (1998), vice president (2003–04), President (2005), past president, chair of Perkins Prize Committee (2006), Society for the Study of Narrative Literature (ISSN); Advisory board, North American Victorian Studies Association, 2011–14, 2018– ; Review Panel, Office of Digital Humanities, NEH, 2014. MLA activities: Delegate Assembly, 1993–95; Committee on Honors and Awards, 1995–98; Delegate Assembly Organizing Committee, 1996–98; Div. on Life Writing, 2006–Jan. 2011; James Russell Lowell Prize Selection Committee, 2007–08 (2008 ch.); Radio Committee, 2008–11; *PMLA* Editorial Board, 2015–17; Committee on Women, Gender, and Sexuality in the Profession, 2019–22.

Publications include *Greatness Engendered: George Eliot and Virginia Woolf* (1992); *How to Make It as a Woman: Collective Biographical History from Victoria to the Present* (2004); *Homes and Haunts: Touring Writers' Shrines and Countries* (2016). ed., *Famous Last Words: Changes in Gender and Narrative Closure* (1993); coed., *Norton Introduction to Literature* (8–10th ed.) (2010); *Wuthering Heights by Emily Brontë: A Longman Cultural Edition* (2009); coed., *Varieties of Digital Humanities*, *PMLA* special topic (2020). contrib., *Approaches to Teaching Eliot's Middlemarch* (1990); *Writing the Woman Artist* (1991); *Gender and Discourse in Victorian Literature and Art* (1992); *Remaking Queen Victoria* (1997); *Blackwell Companion to Narrative Theory* (2005); *Teaching Life Writing Texts* (2007); *Literary Tourism* (2009); *Cambridge Companion to English Literature 1830–1914* (2010); *Museums and Biographies* (2011); *Blackwell Companion to George Eliot* (2014); *Virtual Victorians: Networks, Connections, Technologies* (2015); *Blackwell Companion to the English Novel* (2015); *Narrative Theory Unbound: Queer and Feminist Approaches* (2015); *On Life-Writing* (2015); *Transatlantic Literature and Author Love in the Nineteenth Century* (2016); *Blackwell Companion to Virginia Woolf* (2016); *The Dark Thread: From Tragical Histories to Gothic Tales* (2019); work in the following journals: *PMLA*, *Victorian Studies*, *Kenyon Review*, *Narrative*, *Style*, *American Literary History*, *Henry James Review*, *Studies in English Literature*, *Nineteenth-Century Literature*, *Victorian Literature and Culture*, *Journal of Victorian Culture*, *Romanticism and Victorianism on the Net*, *Tulsa Studies in Women's Literature*, *Public Books*, *Callaloo*.

Statement:

I would bring exceptional experience and commitment to serving as TC Digital Humanities (DH) delegate. The assembly can address various urgent issues for participants in DH organizations as well as MLA. Much of my work in DH concerns student training, currently in a community-centered project in which students design digital resources for the historic home of Harlem Renaissance poet Anne Spencer. I co-direct a library DH research center with projects documenting cultural heritage, protest events, environment; I will advocate for librarians and alt-ac scholar-teachers. I will work with delegates to counteract current assaults on humanities higher and K–12 education, from overvaluing of STEM/technology to bans on critical race theory. MLA's DH community engages in global matters (linguistic diversity; microcomputing), digital literacy, and accessibility (disability; immigration). Years of MLA service include: regional delegate, Committee on Rules, and Organizing Committee (six years), and currently, on the Committee on Women, Gender, and Sexuality, organizing an MLA roundtable (2021) on the pandemic's impact on women, LGBTQIA+, graduate students, and contract employees. On the AAUP executive committee at UVA, we have defended faculty who protested Confederate statues, and called for faculty leadership when donors launch new schools; delegates have a platform for AAUP principles of academic freedom and self-governance. MLA can push for giving full weight to engagement pedagogy, mentoring/service, and digital projects when evaluating women, people of color, and DH practitioners. DH and MLA can rise to this moment of transformative cultural histories, data analysis, and technological experimentation toward a sustainable creative democracy.

TC Ecocriticism and Environmental Humanities (1 contest)

290. Shazia Rahman. Associate Professor English, University of Dayton

PhD, University of Alberta. Previous appointments: University of Dayton, 2019–; Western Illinois University, Macomb, 2002–19. Summer Stipend Award supporting research, Western Illinois University, 2016; Liberal Arts Scholarship Catalyst Grant, University of Dayton, 2020. Provost's Award for Academic Excellence, Internationalizing the Campus, Western Illinois University (WIU), 2009; Equal Space Award, Unity: Uniting the LGBTQIA Community with Allies at WIU, 2012; Virtual Programming Award, American Institute of Pakistan Studies, 2020. Organizing Committee Member, African Literature Association Conference (2007–08), Editorial Advisory Board Member for *ISLE: Interdisciplinary Studies in Literature and Environment the journal of the Association for the Study of Literature and Environment (ASLE)* 2020–25. MLA activities: forum exec. comm., TC Women's and Gender Studies, 2020–Jan. 2025.

Publications include *Place and Postcolonial Ecofeminism: Pakistani Women's Literary and Cinematic Fictions* (2019); work in the following journals: *The Journal of Commonwealth Literature*, *Journal of Postcolonial Writing*, *Environmental Communication*, *ISLE: Interdisciplinary Studies in Literature and Environment*, *ariel: A Review of International English Literature*, *Lit: Literature Interpretation Theory*.

Statement:

It would be my honour to help shape how the MLA serves as a public voice for the humanities and, more specifically, the environmental humanities. My research and teaching emerge from my intersecting interests in global, gender, and environmental issues. These have been the guiding principles of my twenty-year academic career, and, I believe, now more than ever, in the wake of the pandemic and climate crisis, we need more cross-forum dialogue with the aim of fostering solidarities amongst those engaged in different struggles for social and environmental justice. For instance, I am currently serving on the MLA Forum Executive Committee for Women's and Gender Studies and organizing a panel on Ecofeminist Imaginings because I bring my environmental commitment to everything I do.

At Western Illinois University, I advocated on behalf of faculty on the Faculty Senate for two terms that helped me become familiar with a number of trends in higher education that negatively impact not only education in the humanities but people and planet more broadly. Because of budget cuts, layoffs, and corporatization and the diminishing regard for what researchers in the humanities offer, I believe the MLA must speak out against not only austerity measures in higher education but also racial, environmental, and gender injustice wherever and whenever we can. If elected to the delegate assembly, I will vote with my

conscience to advocate for positive and equitable change within our profession and our wider society of human and nonhuman beings.

291. Shouhei Tanaka. Graduate student English, University of California, Los Angeles

PhD, University of California, Los Angeles (UCLA). Institutional service: Co-founder and organizer of Environmental Humanities Research Group (EHRG), UCLA, 2020–21; Graduate student coordinator, Laboratory for Environmental Narrative Strategies (LENS), UCLA, 2019–21; Graduate Mentor for The Graduate-Undergraduate Mentorship (GUM) Program, UCLA, 2019–21; Graduate Mentor, Department of English, UCLA, 2020–21; Vice President, English Graduate Union, UCLA, 2019–20. Graduate Research Mentorship Fellowship, UCLA, 2020–21; Graduate Summer Research Mentorship Fellowship, UCLA, 2020; EPIC-Mellon Fellowship: Community Learning, UCLA, 2020; Environmental Humanities Lab Fellowship, UCLA, 2019–20; Graduate Summer Research Mentorship Fellowship, UCLA, 2019; EPIC-Mellon Fellowship: Environmental Humanities, UCLA, 2018–19; Carolyn See Graduate Fellowship, UCLA, 2018; Eugene V. Cota-Robles Fellowship, UCLA, 2017–22; CSU Graduate Research Fellowship, California State University, Long Beach, 2014–15. NeMLA Conference Award, 2021; CSULB English Department, “Best Master’s Thesis,” California State University, Long Beach, 2015; CSULB College of Liberal Arts, “Best Master’s Thesis,” California State University, Long Beach, 2015; CSULB English Departmental Honor: Outstanding Graduating Student,” California State University, Long Beach, 2015; CSU Sally Casanova Pre-Doctoral Scholarship, 2014–15; The Mary Purcell Scholarship for the Study of 17th and 18th-Century Literature, California State University, Long Beach, 2014; The John B. Williams Scholarship for Literature, California State University, Long Beach, 2012. Association for the Study of Literature and Environment, July 2021; American Comparative Literature Association, April 2021; Northeast Modern Language Association, March 2021; British Modernist Studies Association, London, June 2019; Pacific Ancient and Modern Languages Association, Riverside, November 2014.

Publications include work in the following journals: *PMLA*, *MFS: Modern Fiction Studies*, *ASAP/Journal*.

Statement:

I’m honored to be nominated to serve in the Delegate Assembly as a representative of the TC Ecocriticism and Environmental Humanities forum. As someone working in literary studies and the environmental humanities, I would look forward to advocating for the field’s expansions, adaptations, and futures, which fundamentally begins with the scholars and educators whose labor is what makes the field possible in the first place. I’m a first-generation graduate student that has worked across different higher education institutions (public research university, state university, and community college) in multiple capacities as tutor, mentor, teaching assistant, and instructor. During my time in these different institutions, I’ve witnessed the precarity, exploitation, and challenges that workers—as graduate students, adjunct instructors, early career academics, and independent scholars—experience in the academy. I’ve also witnessed their resilience, care, and determination despite these circumstances. These experiences form my pledge to advocate for issues that come from diverse backgrounds and come with different needs and demands—ones that so often stem from structural inequities that are classed, gendered, and raced. We all need better support infrastructures, better labor conditions, better living conditions. As a graduate student delegate, I would look forward to advocating for concerns and issues in our field and beyond, such as those concerning working conditions, professionalization, institutional support, and mentoring for workers across different generations and geographies. These are the interests and issues that I would look forward to advocating at the MLA.

TC Law and the Humanities (1 contest)

292. Carrie Hyde. Associate Professor English, University of California, Los Angeles

PhD, Rutgers University, New Brunswick. Institutional service: Mellon Pedagogy Workgroup, English, UCLA, 2012–13 & 2015–16; Fulbright Campus Review Committee, UCLA, 2013–14; ACES Conference Committee, UCLA, 2013–14; Co-organizer, Interdisciplinary Pedagogy Workgroup, English,

UCLA, 2013–14; Digital Resource Coordinator, UCLA, 2013–14; Undergraduate Committee, English, UCLA, 2013–17; Senate Grants Review Reader, UCLA, 2014–16; Am. Lit. and Culture Curricular Committee, UCLA, 2016–17; Coordinator, Friends of English Graduate Liaison, UCLA, 2016–17; Executive Committee, English, UCLA, 2016–17; Search Committee, UCLA, 2016–17 & 2019–20; Speaker Series Committee, English, UCLA, 2016–19; Personnel Committee, English, UCLA, 2018–19; Hellman Fellows Selection Committee, UCLA, 2019; English Reading Room Committee, UCLA, 2018–20; Executive Committee, English, UCLA, 2020–21; Graduate Committee, English, UCLA, 2019–20 & 2021–22; Co-director, Americanist Research Colloquium, English, UCLA, 2018; Senate Committee on Library and Scholarly Communication, UCLA, 2021–. Dissertation Excellence Fellowship, Rutgers, New Brunswick, 2008–09; Mellon Fall Fellowship for Dissertation Writers, Rutgers, 2008; Summer Dissertation Grant, Rutgers, 2009; Kate B. and Hall J. Peterson Fellowship, American Antiquarian Society, 2009–2010; Consortium Fellowship, McNeil Center for Early American Studies, University Pennsylvania, 2009–2010; Mellon/ACLS Dissertation Completion Fellowship, ACLS, 2010–11; New England Regional Fellowship Consortium Grant, 2011–2012; Postdoctoral Fellowship, United States Studies Centre, University of Sydney, 2011–12; Research Enabling Grant, Academic Senate, University of California, Los Angeles, 2013–14 & 2016–17; Affordable Materials Initiative Grant, UCLA, 2013–14; First Book Institute Grant, Center for American Literary Studies, Penn State, 2014; Faculty Research Grant, UCLA, 2014–15; Hellman Faculty Fellowship, UCLA, 2014–15; UCLA Diversity Initiative Curricular Grant, 2017; NEH Summer Institute Stipend, 2017. Catherine Moynahan Prize (for the best essay on a literary topic), English Department, Rutgers University, New Brunswick, 2010; Faculty Career Development Award, University of California, Los Angeles, 2014–2015; Gustave O. Arlt Award in the Humanities (for “a young scholar who has written a book that represents an outstanding contribution to scholarship in the humanities”), Council of Graduate Schools, 2018; Recognized in the Australian Book Review’s “Books of the Year 2018” (for *Civic Longing: The Speculative Origins of U.S. Citizenship*), 2018.. McNeil Center Dissertation Fellowship Selection Committee Member, University of Pennsylvania, 2014; Nominations Committee Member, C19: The Society of Nineteenth–Century Americanists, elected representative, 2–year term, 2018–20; Advisory Board Member, Nineteenth–Century Literature, 2019–present; Faculty Member of the 8th annual First Book Institute at the Center for American Literary Studies, Penn State University, 2020; Invited faculty respondent, UCHRI Junior Faculty Book Manuscript Workshop, 2021; MLA’s William Riley Parker Prize Selection Committee (awards annual prize for an outstanding publication in *PMLA*), 3–year term: 2020–23. MLA activities: William Riley Parker Prize Selection Committee, 2020–22.

Publications include *Civic Longing: The Speculative Origins of U.S. Citizenship* (Harvard UP, 2018). Contrib., *The Heroic Slave* (2015); work in the following journals: *English Literary History*, *American Literature*, *J19: Journal of Nineteenth–Century Americanists*, *American Literary History*, *American Historical Review*.

Statement:

I am honored that the TC Law and Humanities has nominated me to stand for election to the Delegate Assembly. My work on citizenship, rights, and evidence reflects my commitment to communicating and theorizing the political stakes of literature and literary studies. At a time when the study of language and literature is undervalued and underfunded, the interdisciplinary field of law and the humanities has been one of several vital touchstones for theorizing anew the way literature and other narrative practices shape the cultural imagination of community, environmental responsibility, medicine, scientific facts, and justice. In my research, teaching, and service, I approach literature and literary criticism as powerful resources for cultural change and justice. If elected to the Delegate Assembly, I will work to bridge the gap between the work scholars of language and literature do and the way this work is perceived (and marginalized) institutionally and in the communities in which we live. I will work collaboratively with the Delegate Assembly to grow MLA’s membership and impact by supporting policies and practices that represent and center the voices of contingent faculty, scholars of color, LGBTQ+, and first-generation scholars.

PhD, UC Irvine. Institutional service: Director, Mellon Faculty Diversity Initiative (Occidental College); Advisory Council, Oxy 2018–21; Chair, Dept. of English, Oxy, 2015–18. Macarthur Travel Grant 2021, Occidental College; Faculty Enrichment Grant & Macarthur Travel Grant 2017; Faculty Enrichment Grant 2015; Macarthur Travel Grant 2013. MLA activities: Delegate Assembly, 2017–Jan. 2020.

Publications include *Colonial Law in India and the Victorian Imagination* (2021). contrib., *Interdisciplinarity and Social Justice* (2010), contrib., *British Asian Fiction: Framing the Contemporary* (2008), contrib. *Violence and the Body* (2003), work in the following journals: *Law and Literature*, *Law and Humanities*, *Interventions*, *differences*.

Statement:

My research centers on the intersection between postcolonial, Victorian, and legal studies. My recent book, *Colonial Law in India and the Victorian Imagination* (Cambridge University Press, 2021) brings these interests together in order to consider how cultural ideas resonate with legal formations, both within the colony and in Britain. As a member of the delegate assembly, I would be interested in using the forum to develop meaningful conversations about how the law, in various international and domestic contexts, intersects with broader cultural and literary practices. As a delegate, I hope to foster an expansive and inclusive engagement with law and humanities that centers questions of race, sexuality, gender, and class.

TC Memory Studies (1 contest)

294. Brett Kaplan. Professor comparative and world literature, University of Illinois, Urbana

PhD, University of California, Berkeley, Rhetoric, May 2002. Dissertation: “The Aesthetics of the Worst: Remembering and Forgetting in French, Yiddish, and Architectural Holocaust Representations” (Miryam Sas and David Cohen, co-directors, Daniel Boyarin and Ann Smock, committee members) MA, University of California, Berkeley, Rhetoric, May 2000 MA, University of Sussex, English Literature–Critical Theory, January 1992. Master’s Thesis: “Spellbound without Exception: The de Man and Heidegger Scandals” (Geoffrey Bennington and Nancy Wood, co-directors) BA, University of California, Santa Cruz, June 1990, Honors in Literature and Porter College. Institutional service: Director, Initiative in Holocaust, Genocide, Memory Studies, Fall 2016–present, University of Illinois, Urbana–Champaign (UIUC); Director of Graduate Studies (UIUC); Director, Program in Jewish Culture and Society, UIUC, Fall 2015–Summer 2018; Professor, Program in Comparative and World Literature and Program in Jewish Culture and Society, UIUC, 2014–present. LAS Study in a Second Discipline Fellowship Recipient, 2020–21, granted a year of teaching release to take seminars in creative writing, UIUC; Member, Literary Responses to Genocide in the Post–Holocaust Era, seminar at the United States Holocaust Museum (invited, 4–15 August 2014); Fellow, 18th annual Holocaust Education Foundation Summer Institute on the Holocaust and Jewish Civilization, Northwestern University, 23 June–3 July, 2013; Judith B. and Burton P. Resnick Fellow, Center for Advanced Holocaust Studies, United States Holocaust Memorial Museum, 2009–10; Fellow, Center for Advanced Study, 2007–08; Fellow, Illinois Program for Research in the Humanities, 2006–07; Fellow, The Sheldon and Anita Drobny Interdisciplinary Program for the Study of Jewish Culture and Society, University of Illinois, Urbana–Champaign (2001–02); Bibliothèque Nationale, Paris (Summer research, 2001); YIVO Institute for Jewish Research, New York (Summer program in Yiddish, 2000 and 2001). Conrad Humanities Scholar (2011–16); Arnold O. Beckman Research Award (to support research into The Aesthetic Solution, summer 2013); Humanities Released Time (to support completion of Unwanted Beauty, Fall 2003). Conferences Organized: Mnemonics (UIUC, June 2016; co-organized with Michael Rothberg); 21st Century Jewish Writing and the World (UIUC 29 March, 2019 co-organized with Gordon Hutner and Dara Goldman); Comparative Approaches to Jewishness and Blackness in the U.K and U.S. (co-organized with Gavin Schaffer, University of Birmingham (U.K.) 1–2 July 2020 received significant BRIDGE funding for this conference; Annual Graduate Student Conference in Holocaust, Genocide, Memory Studies (UIUC Spring 2018, Spring 2019, Spring 2020 co-organized with graduate students); SLCL Executive Committee (2014–16, 2017–19); LAS Grievance Committee (2014); Unit for Criticism and Interpretive Theory Advisory Board (2014–16); Executive Committee, Program in Jewish Culture and Society (2002–present); Co-organizer of Recollection, Retribution, Reconciliation: Postmemory and Justice in a Transnational Age (October 2012); Promotion and Tenure Committee, Comparative Literature, 2009–present.

Publications include *Unwanted Beauty: Aesthetic Pleasure in Holocaust Representation* (2007), *Landscapes of Holocaust Postmemory* (2011), *Jewish Anxiety and the Novels of Philip Roth* (2015). invited editor, *Handbook to New Approaches in Cultural Memory Studies* (forthcoming). contrib., *Roth in Context* (2021), contrib., *Roth and Celebrity: An Edited Collection*, contrib., *Bloomsbury Companion to Holocaust Literature* (2014), contrib., *Dictionary of Literary Biography* 382 (2017), contrib., *The Human Stain*, "Turning up the Flame: The Later Works of Philip Roth" (2005); work in the following journals: *Mémoires en jeu*, *H-France Review*, *American Literary History*, *Journal of Jewish Identities*, *Modern Philology*, *Textual Practice*, *Criticism*, *German Quarterly*, *Contemporary French Civilization*, *Comparative Literature*, *Studies in Jewish American Literature*, *Contemporary Literature*, *Memory Studies*, *The Conversation*, *Asitoughttobe*, *Haaretz*, *Jewish Review of Books*, *Salon.com*, *Shofar*, *Philip Roth Studies*, *Women in French Studies*, and *AJS Perspectives*.

Statement:

Memory studies, like memory, is a fluid, expanding, ever dynamic space. Through being a partner in the Mnemonics network and actively engaged with the annual summer school there to my now five years directing the Initiative in Holocaust, Genocide, Memory Studies, I've been learning so much about the importance of memory studies and its ability to bring together uncommon thoughts. I was delighted to have been invited to edit the forthcoming *Handbook to New Approaches in Cultural Memory Studies* (Bloomsbury) and, in thinking through how to present this mobile field, sought the widest possible definition of memory studies. The diverse collection includes recognized trailblazers in memory studies as well as fiction writers, curators, and other creative voices who touch on some of the transparent tendrils of memory studies but may not feel grounded there. Through working with the MLA I would hope to expand the reach of the field into visual arts, creative work, dance, activism, migration, and other forms in order to increase the diversity, ethical reach, and kinetic energy of emerging projects.

295. Kate Polak. Assistant Director of the University Center for Excellence in Writing and Visiting Instructor English, Florida Atlantic University

PhD, University of Cincinnati, OH. Institutional service: Assistant Director, University Center for Excellence in Writing, Florida Atlantic University, 2020–present. Director, Creative Writing Department, Wittenberg University, 2019–20. Chair, Student Development Board, 2018–20. Women's Studies Committee, Wittenberg University, 2015–20. Co-Chair, Student Development Board, Wittenberg University, 2016–18. New Media Program Planning Committee, 2017–19. Student Development Board, Wittenberg University, 2015–16. Programming Committee, Wittenberg University Department of English, 2015–19. English Composition Committee, Wittenberg University, 2014–18. 101 Committee, 2014–19. WittFolio Committee, Wittenberg University, 2014–16. Creative Writing Committee, Wittenberg University, 2013–19. Teaching and Technology Committee, University of Cincinnati, 2013. English Graduate Organization Executive Board, Member at Large and Mistress of Ceremonies 2008–09. Editorial Assistant, *The Cincinnati Review*. 2008. Assistant Director of the University Center for Excellence in Writing; Instructor, Florida Atlantic University, Department of English. Previous Appointments: Assistant Professor (2016–20), Director of Creative Writing, Wittenberg University, Department of English; Visiting Assistant Professor (2013–16), Wittenberg University Department of English; Graduate Teaching Assistant (2005–13), University of Cincinnati, Department of English and Comparative Literatures; Assistant to the Directors of Composition (2007–08), University of Cincinnati, Department of English and Comparative Literatures; Tutor (2006–11), University of Cincinnati, Writing Center; Adjunct Assistant Professor, University of Cincinnati, Department of Judaic Studies; Adjunct Assistant Professor, University of Cincinnati, Department of English and Comparative Literatures; Adjunct Assistant Professor, Yeshiva University, Department of English. Faculty Research Project, Wittenberg University, 2020. Project: Writer's Retreat, work on Top Heavy. (\$1500) Professional Enrichment Grant, Wittenberg University, 2020. Project: Writer's Retreat, work on Top Heavy. (\$700) Faculty Research Project, Wittenberg University, 2019. Project: "(Dis)Locating Violence: The Holocaust, Genocide, and Digital Humanities," research at the United States Holocaust Memorial Museum. (\$1500) Faculty Enrichment, Wittenberg University, 2019. Project: "Empathy and the Limits of #MeToo," National Women's Studies Association, 2019. (\$700) Faculty Enrichment, Wittenberg University, 2019. Project: "#MeToo, Its Backlash, and the Naming of Names," Modern Language Association, 2019. (\$700)

Faculty Enrichment, Wittenberg University, 2018. Excessive Feels: What is Empathy in the Age of the YOLOcaust? Modern Language Association, 2018. (\$700) Faculty Research Project, Wittenberg University, 2017–18. Travel to Berlin, Germany for research on the Memorial to the. Visiting appointments: Visiting Assistant Professor (2013–16) Wittenberg University, Department of English. Plainsongs 40th Anniversary Prize, 2020. Finalist for Eisner Award, Best Academic/Scholarly Work, 2018. Southern Ohio Council on Higher Education Teaching Award, 2016. Omicron Delta Kappa Award for Excellence in Teaching, Wittenberg University, 2016. Unsung Hero Award, Wittenberg University, 2015. W. C. Boyce Award for Excellence in Teaching, University of Cincinnati, 2009. Member-at-Large, Executive Board, Comics Studies Society, 2019–21. Moderator, Donald M. Ephraim Palm Beach Jewish Film Festival. Reviewer, *Journal of Graphic Novels and Comics*, 2020–present. Reviewer, Michigan State University Comics Conference, 2019–present. Judge, Dayton Literary Peace Prize, 2019, 2020, 2021. Reviewer, University of Texas Press, 2020–present. Reviewer, The Ohio State University Press, 2018–present. Reviewer, *Inks*, 2018–present. Reviewer, *The Journal of Jewish Identities*, 2014–present. Reviewer, *Digital Humanities Quarterly*, 2013–present.

Publications include Book *Ethics in the Gutter: Empathy and Historical Fiction in Comics*. Columbus: The Ohio State University Press, fall 2017; work in the following journals: “Mazikeen’s Faces: The Feminist Lives of Karen Berger.” *Leaves, Special Issue: Karen Berger’s Influence on DC Vertigo*, 2021. “Displacing the Memorial: Holocaust Comics in Conversation with Memory.” *Diegesis 8.1, Special Issue: Narrating Reality in Comics*. 2019. “‘It Accreted Around Me’: Created Space and the Problem of the Name in Lucifer.” *Trespassing*. 2012. Book Chapters “And They Call That Poison Food: Desire and Traumatic Spectatorship in the Lucifer Retelling of Genesis.” *Son of Classics and Comics*. Ed. George Kovacs. Oxford: Oxford UP, 2016. “Jason Aaron’s Scalped, Historiographic Metafiction and the Narration of Authenticity.” *Narrative is the Essence of History*. Ed. John Cameron. Cambridge: Cambridge Scholars Publishing, 2012. “Batman Returns (to Class): Graphic Novels and the Syncretic Classroom.” *Teaching Graphic Narratives* Ed. Lan Dong. New York: MacFarland, 2012.

Statement:

Andreas Huyssen worries in the closing chapter of *Twilight Memories* that “The more memory stored on the data banks and image tracks, the less of our culture’s willingness and ability to engage in active remembrance, or so it seems”. Recounting the way in which “memory is negotiated in the social body’s beliefs and values, rituals and institutions,” Huyssen presages a sea change his predictions couldn’t have fully encapsulated in the 1990s as he was writing. It goes without saying that the digital age has fundamentally altered the nature of memory. The web has not entirely removed the need to remember, though, and in fact, much of the technology developed in the past three decades serves as a supplement to other practices of remembrance. As a delegate of TC Memory Studies, I would seek to advocate for further scholarship regarding how the digital age has substantively changed the way we remember, and to reach out to cognitive literary studies groups for further collaboration that would help our members remain on the cutting edge of research in memory. Furthermore, I would seek to develop relationships with both creative and critical writers working on the problems of memory, particularly relating to trauma.

TC Popular Culture (1 contest)

No contest was arranged.

TC Postcolonial Studies (1 contest)

298. Nijah Cunningham. Assistant Professor English, Hunter College, City College of New York

PhD, Columbia University. Princeton Society of Fellows in the Liberal Arts, 2016–19; David A. Gardner ’69 Magic Grant, Humanities Council at Princeton University, 2018; The Andrew W. Mellon Fund for Faculty Innovation at the Princeton University Art Museum, 2017. Phi Beta Kappa Teaching Award, Princeton University Chapter, spring 2018.

Publications include coeditor, *The Visual Life of Affliction* exhibition catalogue; work in the following journals: *PMLA*, *Women & Performance: A Journal of Feminist Theory*, *Small Axe: A Caribbean Journal of Criticism*.

Statement:

Working in the overlapping fields of postcolonial studies and black studies, my teaching and research embrace knowledge forms that reside within spaces of violence and loss. This investment in the literary as means of touching lives and ways of living that been rendered unthinkable conveys the kind of sensibility that I will bring as a member of the Delegate Assembly. For me, the task that the Delegate Assembly extends beyond the frameworks of advocacy, representation, and inclusion. Considering the retrenchment, uncertainty, radical inequalities, and generalized insecurity now spread across the academic landscape, professional associations like the MLA can no longer see themselves as merely speaking on behalf of members. The challenges we face today require that we ground our understanding of the profession within a vision of our collective survival. As a member of the Delegate Assembly, I will support and expand public humanities programs, call of increased grants and financial aid for graduate students, contingent faculty, and independent scholars, and ask that renewed attention be given to “pipeline” programs and other ways of supporting underrepresented students interested in careers in higher education. Just like the brilliant scholars that are pushing at the limits of humanistic inquiry by dismantling the category of the human, I believe that our job is to interrogate what is at the heart of the profession and our foundational assumptions about professional life. If anything, the twentieth–first century has showed us that the life of the mind is impossible to live without the support of others.

299. Jini Kim Watson. Associate Professor English, New York University

PhD, Duke University. Institutional service: Deputy chair of Department of English, New York University (NYU) 2021– ; Director of Undergraduate Studies, English, NYU, 2015–18; Co–convener, Postcolonial, Race and Diaspora Studies Colloquium, NYU, 2006– . Previous appointments: Graduate instructor, Duke University, 2002–06. University of Melbourne (Australia), Honorary Fellow, Research Unit in Public Culture, 2014–15; Faculty Fellow, Humanities Initiative, NYU 2011–12. TOME Subvention Award, New York University Center for the Humanities, 2021. Secretary–Treasurer, American Comparative Literature Association (ACLA), 2019–20; Member, ACLA Publications Committee, 2018–19.

Publications include *Cold War Reckonings: Authoritarianism and the Genres of Decolonization*. Fordham University Press (2021). *The New Asian City: Three-dimensional Fictions of Space and Urban Form*. University of Minnesota Press (2011). *The Postcolonial Contemporary: Political Imaginaries for the Global Present*. Co-edited volume with Gary Wilder. Fordham University Press (2018). contrib., *Diaspora and Literary Studies* (forthcoming); *The Handbook of Transregional Studies, Section X: Transregional Studies and Narratives of Globalization* (2019); *Negotiating Normativity: Postcolonial Appropriations, Contestations and Transformations* (2016); *The Encyclopedia of Postcolonial Studies* (2016); work in the following journals: *Discourse: Journal of Theoretical Studies in Media and Culture*, *Journal of Asian American Studies*, *Contemporary Literature*, *Interventions: International Journal of Postcolonial Studies*, *Australian Humanities Review*, *Cambridge Journal of Postcolonial Literary Inquiry*, *ARIEL*, *Positions: East Asia Cultures Critique*, *Postcolonial Studies*.

Statement:

I have been a teacher, scholar and mentor in Postcolonial Studies—with a focus on comparative modernities, urban humanities, decolonization and the Cold War—for 15 years in the English Department at NYU. In my time I have served as director of undergraduate studies; have been Secretary–Treasurer of the ACLA; and served as longtime co-convener of NYU’s Postcolonial, Race and Diaspora Studies colloquium. I believe Postcolonial Studies and its allied fields are more urgent than ever given that imperialist practices and discourses have continued to shape the multiple crises of moment, including migration, racialized police violence, authoritarianism, and climate change. If elected, I would use my varied scholarly and professional experiences to strengthen connections between Postcolonial Studies and allied fields such as comparative ethnic studies, comparative literature, literature and the environment, and diasporic literary studies. Importantly, these are fields that have often nurtured minorities and international scholars in the academy. As

someone who came to the U.S. for my graduate study, I am well placed to understand the particular stresses of our international student body and am especially keen to advocate for first-generation and minority graduate students in terms of increased support, mentoring and funding. It would be an honor to serve in the MLA Delegate Assembly.

TC Race and Ethnicity Studies (1 contest)

300. Julia Lee. Associate Professor Asian American studies, University of California, Irvine

PhD, UCLA. Institutional service: Application reader UC President's Postdoctoral Program, UC system, 2014–present; Acting department chair of Asian American Studies, UC Irvine (UCI) 2015; Humanities Commons Advisory Committee, UCI, 2016–19; Humanities Executive Council, UCI, 2017–19; Director of Graduate Studies, Asian American Studies, UCI, 2018–19; Chair of Asian American Studies, UCI, 2019–present; Executive committee, PhD program in Culture and Theory, UCI, 2019–present; Council of Chairs, UCI, 2019–present; Climate Council Committee, UCI, 2020–21; Executive committee, Program in Academic English, UCI, 2021–24; A-G Ethnic Studies Faculty Workgroup, UC-system, 2021–present. Previous appointments: UC Irvine, 2013–present; University of Texas, Austin, 2007–13; University of California President's Postdoctoral Fellow, UC Irvine, 2005–07. University of California President's Postdoctoral Fellowship, UCI, 2005–07; College Research Award, University of Texas at Austin (UT), 2009; New Faculty Research Fellowship, UT Austin (2009); The George and Arlene Cheng Fellowship, The Huntington Library, 2018–19; the Mayers Fellowship, The Huntington Library, 2018–19; Humanities Commons Faculty Collaborative Grant Award, UC Irvine (UCI), 2019. Shirley Collier Dissertation Fellowship, UCLA, 2003–04; Raymond Dickson Centennial Endowed Teaching Award, UT, 2013; Honorable Mention for Interracial Encounters (1st book), AAAS, 2013; Creative Writing & Literature Award committee, Association of Asian American Studies, 2013; Executive Committee for Asian American Literature and Culture Forum, MLA, 2013–17; Literary Studies Book Award Committee, AAAS, 2021; Executive committee for LLC 19c American Literature Forum, MLA, 2021–24. MLA activities: forum exec. comm., LLC Asian American, 2012–Jan. 2017; forum exec. comm., LLC 19th–Century American, 2021–Jan. 2026.

Publications include *Interracial Encounters: Reciprocal Representations in African and Asian American Literatures, 1896–1937* (2011), *Understanding Maxine Hong Kingston* (2018), *The Racial Railroad* (forthcoming March 2022). coeditor, *Asian American Literature in Transition, Vol. 1 (1850–1930)* (2021). contrib., *Recovered Legacies: Authority and Identity in Early Asian American Literature* (2005), *Global Asian American Popular Cultures* (2016); *The Oxford Handbook of American Literary Realism* (2019); *The Oxford Research Encyclopedia of Asian American Literature and Culture, Vol. 2* (2020); *Asian American Literature in Transition, Vol. 1 (1850–1930)* (2021); *The Cambridge Companion to 21st Century American Fiction* (2021); *MLA Teaching Approaches to Asian North American Literature* (forthcoming 2022); work in the following journals: “The Railroad as Message in Maxine Hong Kingston’s *China Men* and Frank Chin’s ‘Riding the Rails with Chickencoop Slim’” in *The Journal of Asian American Studies*, “The Chinaman’s Crime: Race, Memory, and the Railroad in Willa Cather’s ‘The Affair at Grover Station’” in *Western American Literature*, “Estrangement on a Train: Race and Narratives of American Identity” in *ELH*.

Statement:

As a scholar and teacher of race and American culture, I am particularly interested in standing as candidate for Race and Ethnicity in the MLA Delegate Assembly. My research examines race in a comparative frame with a particular focus on the ways that space can impact its formation; I teach a variety of interdisciplinary courses that examine the intersection of race with class, gender, sexuality, dis/ability, and community identities. The recent attacks on Critical Race Theory in higher and secondary education makes clear how destabilizing even the study of race can be. As a member of the DA, I pledge to support those colleagues, students, and administrators who have been targeted for their writing as well as work with other members to push back against and challenge the mainstream's (non) understanding of what Critical Race Theory entails.

301. No candidate***TC Religion and Literature (1 contest)*****302. Aparajita Nanda.** Chair Department of ethnic studies, Santa Clara University

PhD, Jadavpur University, Calcutta, India. Institutional service: Chair, Ethnic Studies Department, Santa Clara University (SCU) 2021– ; Member of Fulbright Review Committee, SCU, 2020 ; Member, Writing Faculty Core Committee, SCU, 2020–23; Chair, Canterbury Committee, SCU, 2017–20; Faculty Advisor, INTANDESH the Indian, Pakistani and Bangladeshi student organization, SCU 2015– ; Member, Faculty Group of Diversity and Inclusion, SCU 2020– ; Member, Democracy Scholar's Initiative, SCU, 2021– . Previous appointments: University of California, Berkeley, 2004– ; Jadavpur University, Calcutta, India, 1991–2004; Scottish Church College, Calcutta, India, 1986–91. Fulbright Faculty Teaching Scholarship, 2003–04; Sustainability Research Grant, Santa Clara University (SCU), 2015, University Research Grant, SCU, 2016, Professional Activity Grant, SCU, 2016, Sustainability Research Grant, SCU, 2017; University Research Grant, SCU, 2018; Professional Activity Grant, SCU, 2019; Professional Development Grant Award, University of California, Berkeley (UCB), 2015, Professional Development Grant Award, UCB, 2021. Visiting appointments: US Department of State Visiting International Scholar to Michigan University, Ann Arbor, Wayne State University, Eastern Michigan University & Michigan State University, 2002; Visiting Scholar Lecture Series at University of Salzburg, Austria, 2003; Visiting Fulbright Faculty, University of California, Berkeley, 2003; Visiting Associate Professor, University of California, Berkeley 2004–07. Beatrice M. Bain Scholar, University of California, Berkeley (UCB), 2005–07; Cedric Busette Memorial Award for Outstanding Contribution to Ethnic Studies, Santa Clara University (SCU), 2012; David E. Logothetti Teaching Excellence Award, SCU, 2019. Member, Advisory Board to the Michigan Creative Writers, Michigan, USA, 2003; Member, M Phil Committee, Calcutta University, 2000; Member of Core Committee, Australian Literature Study Circle, Calcutta, 2001; Member of Core Committee, Canadian Literature Study Circle, Calcutta, 2000; Founder Member of Core Committee, American Literature Study Circle, USIS, Calcutta 1998; Chairperson, International Conference on “Crossing Border” USIS, Calcutta, 1998.

Publications include *Gleanings: A Collection of Essays* (1981); Ed., *Black California* (2011), *Ethnic Literatures and Transnationalism: Critical Imaginaries of a Global Age* (2015); Coed., *Romancing the Strange: The Fiction of Kunal Basu* (2004), *The Strangled Cry: The Communication and Experience of Trauma* (2013), *God is Change: Religious Practices and Ideologies in the Works of Octavia Butler* (2021); Contrib., *Renaissance Essays* (1995), *Asian-American Writing* (2000), *Fiction and Autobiography: Modes and Models of Interaction* (2006), *Bodies and Voices* (2008), *From the Cradle to the Grave Life–Course Models in Literary Genres* (2011), *Writing the Self: Essays on Autobiography and Autofiction* (2015), *Cambridge History of California Literature* (2015), *Oxford African American Studies Center* (2015), *Recontextualizing Resistance* (2017), *The Human Animal Boundary: Exploring the Line in Philosophy and Fiction* (2018), *Oxford African American Studies Center* (2018), *Narratives of Place in Literature and Film* (2019), *New Cosmopolitanisms, Race and Ethnicity: Cultural Perspectives* (2019), *Approaches to Teaching Octavia E. Butler* (2019), *The Bloomsbury Handbook to Octavia E. Butler* (2020), *African American Culture: An Encyclopedia of People, Traditions, and Customs* (2020), *Palimpsests in Ethnic and Postcolonial Literature and Culture: Surfacing Histories* (2021); work in the following journals: *Callaloo*, *Ariel: A Review of International English Literature*, *GRAMMA: Journal of Theory and Criticism*, *Subjectivities*, *Lady Brabourne College Journal*, *United States Information Services Journal Publications*, *West Bengal Government English Fortnightly*.

Statement:

The relationship between religion and literature is a long debated one. Ancient cultures, both of the East (say India) and the West (say Greek) indicate that literary texts often served as a fundamental database for religious scholars. With shifts in historical development and cultural climate there has remained a sense of continuity that has accommodated some essential changes. Today religion is not just accepted at face value but stands critiqued for its impact on human society and literature that holds a mirror to that society. We are at an interesting juncture in time that could re-assess the role religion played right from the

9/11 attacks to the present COVID crisis, considered by some as a divine retribution. My own research has focused on the role religion plays in shaping literature today—whether we can move beyond and build on the traditional role of religion and see it as a mode of alternate world building, of healing, restitution, and liberation.

I believe I will be able to bring a unique perspective to the table given the experiences I have garnered in my career spanning three continents—India, Europe (via my invited lectures) and now the United States. Our forum has a lot to offer by way of promoting a re-assessment of the role of religion in today's society. If elected, I will further this conversation, not only between members of the MLA but promote the academy as a platform that is concerned with the future of humanity.

303. Noël Valis. Professor of Spanish, Yale University, New Haven

PhD, Bryn Mawr College. Institutional service: Acting chair, Department of Romance Languages, University of Michigan, 1990; chair, Department of Hispanic and Italian Studies, Johns Hopkins University, 1994–96; Director of Undergraduate Studies, Yale University, 2000–08, 2018–; Director of Graduate Studies, Yale University, 2009–15. Previous appointments: Yale University, 1999–; Johns Hopkins University, 1991–99; University of Michigan–Ann Arbor, 1986–91; University of Georgia–Athens, 1977–86. NEH Summer Fellowship, 1981; Fulbright Scholar, 1986; John Simon Guggenheim Fellowship, 2006–07; NEH Fellowship, 2006–07. Visiting appointments: University of Pennsylvania, spring 1989; Katherine E. McBride Visiting Professor, Bryn Mawr College, fall 1993; New York University, fall 1995; Emory University, Sept. 1996. Creative Research Award, University of Georgia, 1982; Outstanding Honors Professor Award, UGA, 1982; Sandy Beaver Teaching Award, UGA, 1985; Katherine Singer Kovacs Prize, MLA, 2003 (for *The Culture of Cursileria*); Best Book Translation Prize, New England Council of Latin American Studies, 2008 (for *Burning Cartography*); Finalist, Novella and Regional Fiction, Next Generation Indie Book Award, 2015 (for *The Labor of Longing*); Corresponding Member, Royal Spanish Academy, 2017; Full Member, North American Academy of the Spanish Language, 2017; Victoria Urbano Academic Achievement Prize, International Association of Hispanic Women's Literature and Culture, 2017; Appointed Member, National Council on the Humanities (National Endowment for the Humanities), 2019–; Elected President, International Association of Galdos Scholars, 2021–23. Co-editor, *Los Ensayistas*, 1981–86; Committee member, Kercheville Prize, 1992, 1993; Executive Committee, Program for Cultural Cooperation between Spain and US, 1987–90; Executive Committee, Asociacion Internacional de Galdosistas, 1992–93, 2005–07; Co-chair, AATSP, 10th Northeast Biennial Meeting, 2003–04; NEH Fellowships, Peer Review Panel, 2009; ACLS, Peer Review Panel, 2009; Editorial/Advisory Board member, *Anales Galdosianos*, 2007, *Bulletin of Spanish Studies*, 2011–, *Tamesis Books*, 2020, *Hispanic Issues/Hispanic Issues On Line*, 2021 (and past/present member, 32 other journal and press boards). MLA activities: Div. on 18th- and 19th-Century Spanish and Iberian, 1986–1990; Committee on Honors and Awards, 1989–1991; Publications Committee, 1994–97; Scaglione Prize for a Translation of a Scholarly Study of Literature Selection Committee, 2000–03; MLA Award for Lifetime Scholarly Achievement Review Committee, 2012–14; *PMLA* Editorial Board, 2013–15.

Publications include *The Decadent Vision in Leopoldo Alas* (1981); *The Novels of Jacinto Octavio Picon* (1986); *The Culture of Cursileria: Bad Taste, Kitsch and Class in Modern Spain* (2002); *Reading the Nineteenth-Century Spanish Novel: Selected Essays* (2005); *Sacred Realism: Religion and the Imagination in Modern Spanish Narrative* (2010); *La cultura de la cursileria* (2010); *Reading Twentieth-Century Spanish Literature: Selected Essays* (2016); *Realismo sagrado* (2017). coed., *In the Feminine Mode: Essays on Hispanic Women Writers* (1990); ed., *Bocetos al temple*, by JM de Pereda (1990); ed., *La hijastra del amor*, by JO Picon (1990); ed., *Malevolent Insemination and Other Essays on Clarin* (1990); ed., *Poesias*, by Carolina Coronado (1991); trans., *Prelude to Pleasure*, by P. Salinas (1993); ed. and trans., *Las conjuradoras* (1993); trans., *The Poetry of Julia Uceda* (1995); trans., *The Poetry of Sara Pujol Russell* (2005); ed., *Teaching Representations of the Spanish Civil War* (2007); trans., *Burning Cartography*, by N. Benegas (2007); cotrans., *Two Confessions* (2015); ed., *Serenata del amor triunfante*, by P. Badanelli (2016). contrib., *Twentieth-Century Literary Criticism*, v. 29 (1988); *Women Writers of the Seventeenth Century* (1989); *Juan Valera* (El Escritor y la Critica series) (1990); *Twentieth-Century Spanish Poets* (1991); *Media, Consciousness and Culture* (1991); *Naturalism in the European Novel* (1992); *Que es el modernismo?*

(1993); *Galdos* (1993); *Ramon Maria del Valle Inclan: Questions of Gender* (1994); *New Hispanisms* (1994); *Culture and Gender in Nineteenth-Century Spain* (1995); *Un siglo con Clarin* (2001); *Short Story Criticism*, v. 53 (2002); *The Cambridge Companion to the Spanish Novel* (2003); *Short Story Criticism*, v. 171 (2013); *Por que Espana?* (2014); *A History of the Spanish Novel* (2015); *No hay nacion para este sexo* (2015); *Translators Writing, Writing Translators* (2016); *Kiosk Literature of Silver Age Spain* (2017); *Freakish Encounters* (2018); *Jardin deshecho: Lorca y el amor* (2019); *Catalogo de los libros del siglo XVIII en el Real Circulo de la Amistad* (2020); work in the following journals: *PMLA*, *Hispanic Review*, *Hemingway Review*, *Massachusetts Review*, *Yale Review*, *Society*, *Modern Age*, *First Things*, *Bulletin of Spanish Studies*, *Anales Galdosianos*, *Romance Quarterly*, *Nayagua*, *Alabe*, *Cuadernos Hispanoamericanos*, *Hispania*, *Romance Studies*, *Arizona Journal of Hispanic Cultural Studies*, *Journal of Spanish Cultural Studies*, *ADFL Bulletin*, *Modern Language Notes*, etc.

Statement:

It is an honor to be considered for the position of delegate representing the TC Religion and Literature, Forum. My research interests are varied, from gender, realism, and the Spanish Civil War to translation, bad taste and middle-class culture, to Federico Garcia Lorca and the study of celebrity and cultural icons. And of course, the intersections between religion and literature. I have two main concerns. First, to encourage more interest in the subject of religion and literature, a wonderful area of transdisciplinary connections, or TC, as it is categorized in our organization. It would be hard to find a more fundamental subject of inquiry or one with such a profound and rich, if often controversial, history. And second, to support contingent faculty members and graduate students, who are especially affected by the casualization of the profession and the disastrous job market. As tenure lines disappear, we as an organization are obliged to consider ways to improve the precarious condition of many colleagues.

TC Science and Literature (1 contest)

304. Pamela Gossin. Professor History of science and literary studies, University of Texas, Dallas

PhD, Univ. of Wisconsin, Madison. Institutional service: Dir., Medical and Scientific Humanities Program, Univ. of Texas, Dallas (UTD), 2000– ; faculty member, UTeach Dallas, School of Natural Sciences and Mathematics, UTD, 2008– ; Affiliated Faculty, Center for Values in Medicine, Science and Technology, UTD, 2017– ; Project dir., *Across the Spectrum: The Interdisciplinary Life and Letters of John G. Neihardt* (Web archive), 2010– . Affiliate fellow, Center for Great Plains Studies, Univ. of Nebraska, Lincoln (UNL), 2011– . Previous appointments: Dir. Literature and Science, Missouri University of Science and Technology (formerly UMR), 1993–94; History of Science, University of Oklahoma, 1991–93; English, Millikin University, 1987–90. Natl. Science Foundation (NSF) travel grant, 1988; Jacob K. Javits Fellowship, US Dept. of Educ., 1986–88; Rockefeller Fellowship in Interdisciplinary Humanities, Univ. of Oklahoma, 1990–91; Oklahoma Foundation for the Humanities grant, 1993; Herbert C. Pollock Award, Dudley Observatory, 1993, 1995, 2010; NEH summer stipend, 1997; George A. and Eliza Gardner Howard Foundation Research Fellowship in the History of Science, Brown Univ., 1997–98; NSF grant, 2010–11; Plains Humanities Alliance Fellowship in Digital Humanities, 2011–12, 2013. Visiting appointments: Visiting Assistant Professor, History of Science, University of Oklahoma, 1991–93. Provost's Commendation for Teaching Excellence, Millikin Univ, 1990; Course and Curriculum Improvement Award, UMR, 1994 (declined); Victor Worsfold Award for Outstanding Teaching, UTD, 2004–05; Nominee, Chancellor's Council Award for Outstanding Teaching, UTD, 2008–09; Nominee, Michelle Kendrick Memorial Book Prize, Society for Literature, Science and the Arts, 2008; Nominee, British Society for Literature and Science Book Prize, 2008; Special Faculty Development Assignment, UTD, 2003–04, 2009–10, 2016–17; Nominee, Regent's Outstanding Teaching Award, Univ. Texas system, 2019–20; President's Award for Outstanding Undergraduate Teaching, UTD, 2020. . Exec. Board (1992–94), Program Comm. (1992 ch., 1993, 1999), Nominating Comm., (2000), Publications Comm. (2015–), Editorial Liaison, "AnthropScene" book series, Penn State UP, 2020–, Soc. for Lit., Science and the Arts; Panel Organizer, Chair, Presenter (1989, 1991, 1993, 2004, 2016), Comm. on Research and the Profession, 1996–98, History of Science Society. MLA activities: exec. comm., Div. on Lit. and Science, 2000–04; forum exec. comm., TC Science and Lit., 2013–Jan. 2018; Delegate, Science and Literature, 2018– . Ed. boards: Women in Science, Harwood Academic

Publishers, 1996–2000; *Mechademia: Journal of Japanese Animation and Manga* (Phase I and II) 2007–2017–; Editorial and Organizing Comm, Fandom and Neomedia Studies, 2021–. Consultant, Dudley Observatory, 1994; consultant, NSF, 2006. MLA activities: Div. on Science and Literature, 2000–2004; forum exec. comm., TC Science and Literature, 2013–Jan. 2018; Delegate Assembly, 2019–Jan. 2022.

Publications include *Thomas Hardy's Novel Universe: Astronomy, Cosmology and Gender in the Post-Darwinian World*, Routledge (paperback edition), 2019; *Across the Spectrum: The Interdisciplinary Life and Letters of John G. Neihardt ("Flaming Rainbow")*, digital archive, UNL (2013–); *Thomas Hardy's Novel Universe: Astronomy, Cosmology, and Gender in the Post-Darwinian World*, Ashgate (2007); ed., *Encyclopedia of Literature and Science* (2002); contrib., *Encyclopedia of the Scientific Revolution: Copernicus to Newton* (2000), *Biographical Dictionary of Women in Science* (2000), *Cambridge History of Science*, vol. 5 (2002), *Teaching the Graphic Novel* (2009), *Ashgate Research Companion to Thomas Hardy* (2010), *Artifacts and Illuminations: Critical Essays on Loren Eiseley* (2012), *Routledge Research Companion to Nineteenth-Century British Literature and Science* (2017), *Twentieth-Century Literary Criticism* (2017); work in the following journals: *Journal for Medical Humanities*, *Neihardt Journal*, *Mechademia*, *Higher Education*, *Victorian Studies*, *Women's Studies: An Interdisciplinary Journal*, *Decodings*, *Isis (History of Science Soc.)*, *Hardy Review*, *Western American Literature*, *Journal of the History of Astronomy*, *English Literature in Transition, 1880–1920*, *Review of English Studies*, *Metascience*, *Journal of American Studies*, *Journal of British Studies*, *Scotia*, *Nineteenth-Century Literature*, *Early Science and Medicine*, *CLIO*.

Statement:

For over a century, MLA scholars engaged in the study of science and literature have plumbed the divide and bridged the gap between the two cultures. We have mapped terrain and patrolled borders, traced natural connections and encoded new nexus points, incited revolution and evolution, essayed social construction and deconstruction, embraced organic emergence and braced for the impact of climate change and AI. Employing the crucial survival skills of humanistic reading and writing, we have sought unity in diversity across disciplinary differences and created affiliations and alliances across time and space, cultures, identities, and politics. Situated at a crossroads often described in the language of conflict and antagonism, zero-sum thinking, and us vs. them funding, our trans- and interdisciplinary endeavors have also shaped safe spaces for invaluable creative trade, translation, and collaboration.

By integrating the ideas, values, and concerns of the MLA with the History of Science Society and the Society for Literature, Science, and the Arts, I seek to serve TC Science and Literature by advocating for innovative public humanities and activist humanities initiatives. Drawing on our unique strengths, we can reach new readerships and audiences via new platforms of communication and forms of education that work to imagine and develop sustainable solutions for our planet's diverse human and environmental crises. By partnering with the public humanities projects and community equity, education and sustainability programs, together we can motivate, mobilize, and make meaning while making a real-world difference.

305. Alan Rauch. Professor English, University of North Carolina, Charlotte

PhD, Rutgers University, New Brunswick. Institutional service: Program Director, CCACC (Rutgers), 1998–99; Associate Chair, Georgia Tech, 1997–99; Interim Chair, Georgia Tech, 1999–2000; Director of Graduate Liberal Studies, UNC Charlotte, 2005–08; Director, Humanities, Technology, and Science, UNC Charlotte, 2016–present. Previous appointments: Georgia Institute of Technology, 1989–02. Canada Council, 1983–86; FCAR Grant - Fonds pour la formation de chercheurs et l'aide à la recherche, Québec, 1987–89; Center for the Critical Analysis of Contemporary Culture - Rutgers. Fellow, 1986; C. P. Snow Fellowship, Harry Ransom Research Center, University of Texas, 2002; Centre for Research in the Arts, Social Sciences, and Humanities, Fellow, Cambridge University, 2003; Trent Dames Fellow in the History of Civil Engineering, Huntington Library, 2003–04; Boston Athenæum Bicentenary Fellow, Boston 2006; Gilder Lehrman Institute of American Studies Fellowship, New York Public Library, New York, 2007; Noel Foundation, James Noel Smith Collection, Shreveport, LA, 2007; Everett Helm Visiting Fellowship–Lilly Library, Indiana University 2019; Mellon Fellowship – Library Company of Philadelphia, 2019. Visiting appointments: North Carolina State University, Visiting Assoc. Professor English Dept., 1996–97; Emory University, Visiting Assistant Professor, 1994. Outstanding Faculty Member of the Year, GTech, Student Government Association, 1996; Omicron Delta Kappa National Leadership Honor Society, GTech,

Friend of the Student Award, 2002; Magical Mentor Award, UNCC, 2008; EGSA Professor of the Year, UNCC, 2012; Office of Disability Services, Accessibility Excellence Award for Outstanding Faculty/Staff, UNCC, 2019; Sigma Tau Delta, Award for Excellent Service, UNCC, 2019. Book Review Editor, *Configurations*, 1990–00; Editor, *Configurations: A Journal of Literature, Science, and Technology*, 2001–10; JHUP (Member of Founding Editors); Book Series Editor, “Intersections in Literature and Science,” University of Wales Press, 2008–17; President, Society for Literature, Science, and the Arts (SLSA), 2009–10; Advisory Board, Penn State University Press - *Animalibus: Of Animals and Cultures*; President, Council of Editors of Learned Journals (CELJ), 2012–15; Council, The Baldwin Library of Historical Children’s Literature at The University of Florida, 2014–20; SIGMA XI - The Scientific Honor Research Society, Chapter Head, 2020. Organizer, 22nd Meeting of the Society for Literature, Science, & the Arts, Charlotte, NC, Nov. 2008, “Visualization in the World” - Symposium Planning Committee (College of Computing), UNCC, 2008. Planning, Interdisciplinary 19th C. Studies, 2016. MLA activities: Delegate Assembly, 1994–1996; Div. on Science and Literature, 1994–98; Program Committee, 2008–2011; PMLA Advisory Committee, 2019–22.

Publications include *Dolphin*, (2014), *Useful Knowledge: The Victorians, Morality, and the March of Intellect* (2001). coed. *One Culture: Essays in Science and Literature*, (1987). ed. *The Mummy!: A Tale of the Twenty-Second Century (1827)*, 1994. ed. *England in 1815. A Critical Edition of The Journal of Joseph Ballard*, (2009). contrib., *All I Thought about was Baseball; Writings on a Canadian Pastime*. (1996), *Encyclopedia of British Women Writers* (2001), *The Blackwell Companion to Victorian Poetry*, (2002), *The Thoenmes Dictionary of Nineteenth-Century British Scientists*, (2004), *Victorian Animal Dreams*, (2007), *Science in the Nursery*, (2011), *Blackwell Encyclopedia of Victorian Literature*, (2015), *Charles Kingsley: Faith, Flesh, and Fantasy*. (2020), *The Palgrave Encyclopedia of Victorian Women’s Writing*, (2021); work in the following journals: *Configurations*, *Interdisciplinary Science Reviews*, *Behavioral and Brain Sciences*, *Studies in Romanticism*, *Studies in the Novel*, *Journal of Scholarly Publishing*, *Nineteenth Century Contexts*, *Children’s Literature*, *Children’s Literature Association Quarterly*, *American Studies*.

Statement:

Not that long ago, “science” was appended, often uneasily, to the cultural practices of literature and literary theory. What we are witnessing now is a synthesis of intellectual approaches to cultural analysis. To be sure, technology, big data, neuroscience, animal studies, disability studies, and print history (to name a few areas of study) underscore that synthesis. But our attention must also consider, with a greater degree of sensitivity and deliberation to gender, race, social “standing,” and ethnicity. These imperfect categories, like science itself, are part of a taxonomy of understanding and a mode of analysis that is both imperfect and historically contingent. And the same might be said, quite frankly, of the division name “Science and Literature.” Our ongoing responsibility, however, as part of that division and faced with the inadequacy of taxonomies, is to expand how we think of science in culture at large.