



Newsletter

American Association of Teachers of Italian

Fall 2008

www.aati-online.org

Messaggio del Presidente

Cari colleghi:

When I wrote back in March, I said, at that time, that we had much to look forward to, that an exciting period awaited us. Well, it has been an intriguing six months, to be sure.

This past May we had a wonderful conference in Giardini Naxos, a neighboring town to Taormina, which we co-hosted with the American Association of Italian Studies. This was our second collaboration, and I am happy to say it was a most successful conference. There were over 500 presentations with a few special presentations, capped by an intriguing lecture by Leoluca Orlando. All of us who were there, I am sure, will admit that the conference was a great success and the accommodations were truly splendid. In the end, the conference proved profitable in every sense of the word. Final numbers will be available in the Treasurer's report, but I can say that the AATI will add somewhere around \$8,000 to its coffers. These extra monies help defray costs for various activities the AATI can and should fund. I am thinking, for instance, of an upcoming workshop on AP Italian that will be held in New York, conducted by the New York chapter of the AATI, Italian Teachers Association of New York.

Our challenges are ever present. We continue to wage the battle for the AP Italian Exam. The nascent Italian Language Foundation (ILF) has begun its fundraising, and its president, Dr. Margaret Cuomo, has begun holding meetings to develop task forces around the country. And before I continue, I would be remiss not to mention the extensive work that Louis Tallarini, president of the Columbus Citizens Foundation and Chairperson of the ILF, has done. Two encounters have already taken place: one in New Jersey, the other in New York. As president of the AATI, I was invited to both meetings. The teachers are surely eager to save the AP Italian Exam. In this next month or two, other meetings will take place. As I write, Antonio Vitti will attend a third meeting in Chicago, with the Ufficio scolastico of the Chicago Consulate and the local AATI chapter.

Most recently, we received the results of the third iteration of the AP Exam in Italian. The distribution of grades follows a similar percentage, which is, I would contend, still good precisely because this is only the exam's third iteration. What is most impressive, is the percentage of overall growth. From 2006 to 2007, growth was at 2.8%; the difference from 2007 to 2008, we see, is an admirable 17.5%. We may surely feel a sense of accomplishment as a community of Italian educators. However, we need to continue the work that we have done during this past year. This work, we can all agree, has been a group effort, which resulted in constructive dialogue among more people and organizations.

For me, what has been especially uplifting with regard to this current challenge of ours, has been, for one, the proactive work on the part of the Italian government, from the Embassy in Washington, DC, to the various Consulates and Institutes, among which I include: Francesco Maria Talò, Consul General of Italy in New York; Marco Mancini, First Counselor at the Embassy of Italy in Washington; Luigi De Sanctis, Director of the Education Office at the Embassy of Italy in Washington; Alfio Russo, Director of the Education Office at the Consulate General of Italy in New York. During the past six months, their activities were joined by the contributions of, as mentioned above, Louis Tallarini, President of the Columbus Citizens Foundation, and by Margaret Cuomo, President of the newly formed Italian Language Foundation, of these past six months. These efforts, when combined with those of the teaching community, can only end in positive results for a variety of reasons. First, the Italian teaching community and the community at large have begun

(con't. on p. 3)



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to construct what we can only assume will be a sustained conversation on the issue of the AP Italian Exam as well as other issues. Second, and in a more general sense, we have begun to bridge the proverbial town-gown gap. Third, as the community at large becomes more familiar with the Italian-language teaching community, the actual profession of teaching Italian is gaining even greater currency as a professional choice. These are some of the basic goals which we must now continue to strive for in this age of border crossing; these are some of the new borders we need to cross in order to move forward successfully with our profession.

Speaking of the teaching of Italian as a choice of profession, you will find in this issue of the Newsletter a link to a general profile of the Italian high school teacher that has been compiled by three AATI members in California: Adriana Benvenuto (Granada Hills High School), Teresa Fiore (California State University Long Beach), and Ida L. Nolemi-Lanza (San Pedro High School). It is, for the most part, a descriptive profile that can be readily modified to reflect the numerous geographical areas in which we should encourage students to enter the teaching profession, especially Italian. As we all know, there is a significant need; in the recent past there have been numerous calls for teachers of Italian in the public schools. To some extent, one might say we got caught off guard, and for good reasons. Namely, if we look at the ACTFL report released in 2002 (Jamie B. Draper and June H. Hicks, "Foreign Language Enrollments in Public Secondary Schools"), we see that Italian language enrollments in U.S. public high schools for the decade 1990-2000 rose from 40,402 to 64,098, an increase of over 60%. In like fashion, enrollments at the college level saw an incredible increase within the past sixteen years. From 1990 to 2006 enrollments increased from 49,699 to 78,368, a similar increase of over 60%. Our work, that is to say, is cut out for us!

During our officers meeting this past February we discussed the possibility of

alternating between the ACTFL and the NIAF gala weekend. This means that we would meet every other year with the NIAF in Washington, D.C., and on alternate years with the ACTFL conference, wherever it is held. We slightly modified such a schedule more recently, and decided to follow the following schedule: In 2009, we will be at NIAF once more in October and ACTFL again in November (San Diego); in 2010 we will go to Italy once more (University of Salento, in Lecce; details still to be worked out) and ACTFL again in November (Boston). For 2011, our colleague Gabriella Colussi Arthur has expressed an interest in hosting our conference in Canada at York University (details still to be worked out), and, once again, we will be at ACTFL in November (TBA). This coming year, as you all read in a recent email message of mine, the AATI will sponsor a conference on emigration in Erice, Italy; this is, one might say, an extra for this coming year.

By year's end we will replace our California representative. As you know, I have sent out a call for nominations and have indeed received some good profiles. I will share these with the officers and, together, we will make a decision. With regard to regular elections, after some careful deliberations with the officers, we decided to postpone elections until 2009. Some time in the first half of that year nominations will be encouraged to elect four to six regional representatives.

As I close this somewhat long missive, let me ask you all to contact your regional representatives for more dialogue on how these issues relate to you locally and what can be done to respond more effectively to the various challenges that face us.

A risentirci presto e arrivederci a novembre!



THE HIGH SCHOOL ITALIAN LANGUAGE TEACHER: A PROFILE

The AATI web site now features a profile of the high school Italian language teacher. The profile contains a list of points describing the premises, objectives, tasks, and opportunities as well as duties and challenges involved in teaching Italian at the high school level. The goals of the document are to : 1) offer high school teachers and university faculty a further tool for promoting the study of Italian; 2) respond to the pressing need for credentialed teachers in our field, especially as Italian continues to grow.

The list is designed to better inform students about an interesting professional career, once they complete a BA in Italian and the single-subject teaching credential (or, even better, a credential in two languages).

This profile was developed collaboratively among three AATI California members: Adriana Benvenuto (Granada Hills High School, adriana13us@yahoo.com), Teresa Fiore (California State University Long Beach, tfiore@csulb.edu), and Ida L. Nolemi-Lanza (San Pedro High School, idawhoo@roadrunner.com). As a result, some information is specifically related to the California setting (see items with an asterisk), but the document can be expanded and adapted to other locales.

The profile can be found online at: www.aati-online.org/resources_hs.html: the link "THE HIGH SCHOOL ITALIAN LANGUAGE TEACHER: A PROFILE" will take you to the full document.

Dante's *Divine Comedy* and the Medieval World: Literature, History, Art

National Endowment for the Humanities: Summer Seminar for College and University Teachers

Dates: June 15-July 10, 2009

Location: Prato, Italy in association with the Monash University PratoCentre through the Medieval Academy of America

The seminar seeks to foster new ways of reading and examining Dante's *Divine Comedy* by approaching the poem through interdisciplinary perspectives and by contextualizing it within various traditions of medieval culture and civilization. Over the four-week period,

seminar participants will read the entire poem and will be challenged to understand it within its literary, historical and artistic contexts. The ideal location of Prato allows the seminar discussions to be complemented by several excursions to relevant sites of Dantean interest (Florence, Siena, San Gimignano, Lucca, Pisa, and Ravenna). By taking advantage of the remarkable literary, historical and artistic resources present in the area, the seminar will enrich the intellectual experience of the participants and enhance their research capacity and pedagogical effectiveness. The facilities of the Monash University Centre and the research materials available in Prato and nearby Florence will assist participants in their professional goals.

Guest lecturers include William Cook, Thomas Dale, George Dameron, and Josephine Rogers Mariotti. Christopher Kleinhenz is the director, and Paul E. Szarmach serves as the project coordinator.

Given its broad relevance to humanities research and teaching, the seminar topic aims to attract college and university teachers from diverse fields who wish to incorporate Dante into their courses and research and/or gain a more extensive knowledge of Dante's *Comedy* as a way of shaping and enriching their own teaching and research. Participants will receive a stipend of \$3,200. They will also be offered opportunities to disseminate their research through conference presentations at the annual Medieval Congress at Western Michigan University and published scholarship.

For Information and Applications:

Christopher Kleinhenz, Director
Paul E. Szarmach, Project Coordinator
2009 NEH Summer Seminar
The Medieval Academy of America
104 Mount Auburn St., 5th floor
Cambridge, MA 02138
(617) 491-1622


ROUTLEDGE

Modern Italy

The Journal of the Association for the Study of Modern Italy

Editors: **Martin Bull**, University of Salford, UK and **Anna Cento Bull**, University of Bath, UK

Volume 13, 2008, 4 issues per year

Founded in 1995 by the Association for the Study of Modern Italy, the journal's focus is the history, politics and social, economic and cultural studies of Italy, Italian affairs and the Italian peoples from the eighteenth to the twenty-first century.

The journal continues to provide:

- refereed articles
- a regular 'Contexts and Debates' section featuring current controversies in Italian studies and commentaries on contemporary and historical themes
- regular special theme issues
- review articles and a comprehensive book reviews section covering the latest Italian and English publications in Italian studies
- conference reports and exhibition reviews

www.informaworld.com/modernity

For further information or to request a journal sample copy please contact James Gottfried at James.Gottfried@tandf.co.uk quoting YN 037 01 A



Journal of Modern Italian Studies

Editor: **John A. Davis**, University of Connecticut, USA

Volume 13, 2008, 4 issues per year

The *Journal of Modern Italian Studies (JMIS)* is the leading English language forum for debate and discussion on modern Italy. This peer-reviewed journal publishes scholarly articles, book reviews and review essays relating to the political, economic, cultural, and social history of modern Italy from 1700 to the present. Many issues are thematically organized and the *JMIS* is especially committed to promoting the study of modern and contemporary Italy in international and comparative contexts. As well as specialists and researchers, the *JMIS* addresses teachers, educators and all those with an interest in contemporary Italy and its history.

For these reasons, the *JMIS* seeks to:

- make the newest scholarship on Italy available to an international public
- set the Italian experience in its comparative and international contexts
- provide extensive critical guidance to new studies on Italian history, politics, culture, and society

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Third AP® Italian Language & Culture Exam May 14, 2008, and Reading June 5-11, 2008

On May 14, 2008, the administration of the third AP® Italian Language and Culture Exam took place. This course continues to have a significant impact on enhancing the Italian high school curriculum, and it also provides better-prepared students for college and university courses.

The third AP® Italian Reading took place June 5-11, 2008 at the Kentucky Exposition Center in Louisville, Kentucky. During a Reading, Readers score the free response sections of the AP® Italian Language and Culture Exam according to a predetermined set of scoring guidelines. These include: (1) Writing Paragraph Completion (Verbs); (2) Writing Paragraph Completion (Non-Verbs); (3) Writing Composition; (4) Culture Composition (scored twice, once for content and once for language); (5) Story Narration; and (6) Conversation.

To obtain more information about the AP® Italian Language and Culture Exam, you may go to the following AP Web site: http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/28458.html, where you will find many resources about AP® Italian including the free response questions from the May exam, scoring guidelines, the Student Q&A discussion about the first exam, the course description, information about teacher resources, and the Electronic Discussion Group coordinated by Emilio Mazzola (Newton North High School, MA), and much more.

The duties for the people involved in the Reading include the following: (1) Question Leaders (preparation of materials, sample selection, standard setting, training, and monitoring consistency, scoring of alternate and exception exams), (2) Table Leaders (training and monitoring consistency), and (3) Readers (consistent and accurate scoring of the free response items).

The Question Leaders for this year were: Beth Bartolini-Salimbeni (Cibola High School, Albuquerque, NM), Giuseppe Cavatorta (University of Arizona, Tucson), Giuseppina De Masi (Indiana University, Bloomington), Emilio Mazzola (Newton North High School, MA), Traci Andrighetti (University of Texas, Austin), Patricia Di Silvio (Tufts University, MA).

The Table Leaders for this year were: Magda Pearson (Florida International University, Miami), Bruna Boyle (University of Rhode Island), Anna Rein (Bowdoin College, ME), Nicoletta Villa-Sella (The Linsly School, WV), Ida Giampietro Wilder (Greece Athena High School, NY), Mariastella Cocchiara (Melrose High School, MA), Rita Di Carlo (Medford High School, MA), and Luz Milianni (Félix Varela High School, FL).

This year's Readers included the following: Iole Checchone (Youngstown State University, OH), Beatrice D'Arpa (College of DuPage, IL), Brandi DeMont (University of Texas, Austin), Jacqueline Dyess (Mira Costa College, CA), Lucrezia Lindia (Eastchester Middle School, NY), Michael Tarascio (Boston College, MA), Barbara Cornacchia (Hialeah Senior High School, FL), Augustus Matri (University of Louisville, KY), Kimberly Thomson (Olympia High School, FL), Marta Tonegutti (Columbia College, IL), Phillip Twilley (Columbia University, NY), Elizabeth Williams (Lone Peak High School, UT), Celestino Basile (Middlebury College, VT), Dianne Fonseca (University of Rhode Island), Crystal Hall (Kansas University, KS), Mirta Pagnucci (Northern Illinois University, DeKalb), Luciano Racco (Mohapac High School, NY), Jennifer Testa (University of Florida, FL), Bradley Bacigalupi (Brigham Young University, UT), Christopher Baldrige (Oregon State University, OR), Cristina Calandrini (Arizona State University, Tempe), Daniela Cavallero (DePaul University, IL), Gabriella Marconi-Merriman (University of Alabama, Tuscaloosa), Raffaella Medoro Naurato (Wayne State University, MI), Annalisa Mosca (University of Miami, FL), Fulvia Musti Ciarla (Georgetown University, DC), Gabrielle Popoff (Columbia University, NY), Maria Procopio-Demas (Newton North High School, MA), Soraya Ray (Pine Ridge High School, FL), Mirella Rullo (Saint Viator High School, IL), Emilia Spoldi-Somenzi (University of Calgary, Canada).

Members of the 2007-2008 AP® Italian Development Committee who participated in this year's Reading include: Emilio Mazzola (Newton North High School, MA) and Patricia Di Silvio (Tufts University, MA).

Frank Nuessel, Chief Reader
AP® Italian
University of Louisville
Louisville, KY



Reader Applications Sought for the AP® Italian Language and Culture Exam

High school and college/university-level faculty are sought to evaluate and score the student responses on the free response portion (Writing, Culture, Speaking) of the AP® Language and Culture Exams for 2009 to be held in Cincinnati, Ohio. The scoring will take place for a one-week period June 10-16, 2009.

APPLICATION PROCESS

The application process involves submitting a Reader application which can be completed online, and a copy of the applicant's resumé and course syllabus for a comparable college-level course, i.e., either an AP® Italian course or the equivalent of a fourth-semester college Italian course. Information for how to apply and the online Reader application may be found at:

<http://apcentral.collegeboard.com/apc/public/homepage/4137.html>.

COMPENSATION

The College Board® provides an honorarium of \$1,555.00 for the professional service and covers all travel expenses, lodging and meals.

THE READING EXPERIENCE

Readers testify wholeheartedly to the quality of the Reading experience by noting that they have gathered valuable information about what others do in their AP® Language and Culture courses to promote success. Moreover, Readers develop long-term professional ties with other colleagues in North America.

Italian instructors at the high school and college/university level may learn more about becoming an AP Reader from the

article entitled "Become an AP® Reader," which may be found at the following site: <http://apcentral.collegeboard.com/apc/public/homepage/4137.html>.

Frank Nuessel
Chief Reader, AP® Italian
University of Louisville

Free Materials From Switzerland: Available Through Embassy

"Switzerland in Sight" is a new, fully illustrated, 95-page booklet published by Presence Switzerland, and offered in Italian. It features Switzerland in all its diversity, both in its traditions and as a modern state. It provides a comprehensive overview of the country's geographical and social texture, its political structure, its economic achievements, and its scientific, educational and cultural aspects. It is designed primarily for high school or college level students. "Switzerland in Sight" can be ordered in classroom sets of 10, plus a teacher manual which provides ideas for use in the classroom.

There are also other free materials that can be ordered:

1. "Switzerland in its Diversity" (La Svizzera In Tutte Le Sue Facce) poster: One side of this fold-out poster is a scenic view of Switzerland, the other has statistical information and a time line.
2. "Swissworld.org" postcard which explains very useful and comprehensive websites on Switzerland in detail.
3. "Switzerland in its Diveristy" map: A small map featuring Switzerland on one side and a population and cantonal map on the other.

4. "Folkmusic of Switzerland": A CD presenting natural sounds as well as Swiss-German and Swiss-French folksongs.

5. "Switzerland Update" DVD: A 20-minute introduction to Switzerland.

To order any of these items, please contact the Cultural Section at the Embassy of Switzerland by email:

culture@was.rep.admin.ch

or write to them at the following address:

Embassy of Switzerland, Cultural Section
2900 Cathedral Ave., NW
Washington, DC 20008

ANNOUNCEMENT

AATI will now accept ads for the webpage. For further information, please contact the Director of Communication, at salvatore.bancheri@utoronto.ca

TO HIGH SCHOOL TEACHERS: We are compiling a list of High Schools and Middle Schools which offer Italian. You will find the list on the AATI webpage: www.aati-online.org/resources_hs.html. Please make sure that your school is on our list and that the information is complete and correct. We need the following information: name and city of the School, level of Italian taught (level 1-4, AP), school webpage.

TO UNIVERSITY AND COLLEGE PROFESSORS: We are compiling a list of Colleges and Universities that offer Italian. You will find the list on the AATI webpage:

www.aati-online.org/resources_undergraduate.html and www.aati-online.org/resources_undergraduate.html. Please make sure that your institution is on our list and that the information listed is complete and correct. We need the following information: name and city of the institution, program offered (major, minor, service course, Ph.D., M.A. only), departmental webpage.



SALVATORE BANCHERI DIRECTOR OF COMMUNICATION

Per chi non ha ancora conosciuto la persona dietro le quinte della pagina web dell'AATI, vi presentiamo il Prof. Salvatore Bancheri dell'Università di Toronto Mississauga. Le responsabilità di Salvatore sono troppe per poterle descrivere brevemente, ma tenteremo di delineare le principali di seguito. Salvatore vorrebbe ringraziare l'università di Toronto che ci dà non solo lo spazio web, ma è anche di grande supporto per Salvatore. Inoltre, Salvatore ringrazia profondamente tutte le persone con cui collabora tra le quali i colleghi della AATI, che sono numerosi.

Salvatore svolge le seguenti attività:

- 1) È il solo titolare ed amministratore del listserv (semi-moderata) della AATI, che conta al momento 1209 iscritti. L'indirizzo è: AATI-UTML@LISTSERV.UTORONTO.CA. Gli archivi sono disponibili al seguente indirizzo: <http://listserv.utoronto.ca/cgi-bin/wa?A0=AATI-UTM-L>.
- 2) È il responsabile della pagina web della AATI. La pagina web, ospitata in un sito della University of Toronto Mississauga, ha come indirizzo www.aati-online.org/. Il numero di visitatori della nostra pagina continua ad aumentare e Salvatore prevede che ne avremo oltre 100 mila per la fine dell'anno. Le pagine più visitate dopo quella principale del sito e quella della newsletter, sono le pagine delle offerte di lavoro (spedite anche tramite listserv), quella dedicata ad Italica, quella della iscrizione alla AATI, e quella dell'High School Contest.
- 3) Salvatore sta lavorando adesso a un censimento delle high/middle school, università e colleges in cui vengono offerti corsi di italiano. Fino ad ora abbiamo 631 high/middle schools; 230 colleges/universities; 42 graduate programs (M.A. + Ph.D.). Si tratta di un lavoro in progress e quindi il numero delle scuole è sicuramente destinato a crescere.
- 4) Ha recentemente iniziato il processo di sponsorizzazione della pagina web. Adesso accettiamo annunci pubblicitari.
- 5) Sta lavorando alla membership directory, un database che permetterà ai soci di controllare e modificare online il proprio indirizzo, l'università/college/scuola o altro presso cui lavorano, ecc. Ciò permetterà loro anche di controllare se sono a posto con i pagamenti.
- 6) Ha creato per la AATI gli archivi di Italica al sito: www1.utm.utoronto.ca/~aati/. Vi sono 6505 voci negli archivi. Potete trovare la descrizione degli archivi nella pagina web della AATI — www.aati-online.org/archives.html.

Per iscrivervi, andate a www1.utm.utoronto.ca/~aati/register.php (una volta sola) e poi login www1.utm.utoronto.ca/~aati/login.php. Qualsiasi domanda, commento o suggerimento va rivolto direttamente a Salvatore.



REGIONAL NEWS

ITALIAN TEACHERS ASSOCIATION OF NEW YORK AND WESTCHESTER (ITA-AATI) by Lucrezia Lindia

Essay Contents

The winner of the essay contest on Meucci is Emily Scisci from Farmingdale High School. On behalf of the Italian Heritage and Culture Committee of New York and the ITA members, I extend my congratulations to Emily and her teacher, Dr. Melissa Perna.

The winners of the ITA Essay Contest are Daniel Hayeem, a 9th grade student from Stuyvesant HS, Kelly Quinn, a 10th grade student also from Stuyvesant HS, and Navpreet Ghuman from Brooklyn Technical HS. Congratulations to their teacher Vito Recchia from Stuyvesant High School and Francis DiProssimo from Brooklyn Technical High School. To present the awards and the monetary prizes Anthony Tamburri, National President of AATI was called upon.

Award Ceremony

At the June Award Ceremony that took place at the Gigino Restaurant in NYC, the following teachers were honored: Cav. George Altomare, UFT Director of Worker Education, recipient of Dr. Leonard Covello Service Award, and Philip Scandura and Pasqualina Bertè, recipients of Dr. Covello Distinguished Educator of the Year Award.

New Essay Contest

Once again, The ITA, in cooperation with the Italian Heritage and Culture

Month, will be sponsoring the Essay Contest *Andrea Palladio: Architect for the Ages*, in recognition of the 500th anniversary of Palladio's birth. Deadline for teachers to send their entries is October 25, 2008.

Italian Language Foundation

The Italian Language Foundation, Inc. received its IRS approval in the summer and is now accepting donations daily at: www.italianlanguagefoundation.org

The first meeting of the Task Force in New York was held on September 20th at 2:00 pm at the Consulate of Italy.

Eastchester High Italian Club

Friday, October 3, 2008, at Eastchester High School Auditorium there was a screening of the film *Pane amaro*, followed by Q&A with the director Gianfranco Novelli. The event was sponsored by the Italian Club of Eastchester High School and the Giuseppe Garibaldi Lodge, Order Sons of Italy in America. Admission was free.

Receive the ITA News

If you are not receiving the ITA News and wish to be informed of the latest happenings in the New York area, I encourage you to e-mail me at LGLINDIA@HOTMAIL.COM. With the many events happening in this area, I will continue to e-mail you often for updates and additional events. Please do not forget to renew your membership with our organization.

ITA Chapter on AATI website

I also invite you to click on our online AATI website: www.aati-online.org to get

information on events, programs, jobs, publications and much more.

News from California by Adriana Benvenuto

Granada Hills Charter High School reopens their Italian AP program with a wonderful group of highly motivated students. The diverse group of students taking AP Italian are all students who participated last year in a cultural competition against Venice High School. Several students in the AP Italian program are recipients of scholarships. Adriana Koek earned a prize for her essay "Vincio un Viaggio in Italia" organized by the Italian Consulate. She also received a scholarship to cover partial tuition for a summer class in Firenze. Saar Yaffe toured Italy before starting the academic year and visited the Italian exchange students he had hosted the year before. Luis Perez received a scholarship to study Italian in Salerno. Nona Makaveeva received a stipend for dancing the tarantella at an award ceremony. Students have been highly encouraged to continue studying AP Italian as former AP students are now enrolled in Harvard, UCLA, CSUN and Università degli studi di Firenze.

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News from Rhode Island

by Bruna Boyle

Rhode Island Teachers of Italian has new officers:

President: Alfred Crudale
Vice-President: Roseann Cubellis
Secretary: Lidia Magliari
Treasurer: Dora Waters

Annual Fundraiser

On Friday, September 26, the Rhode Island Teachers of Italian sponsored their annual fundraiser. The purpose of the fundraiser is to give recognition to students who performed well on the AATI 2008 High School Contest Examination in the state of Rhode Island and nationally.

The success of this event allows the Rhode Island Teachers of Italian to reward monetary prizes to students who place First, Second, and Third at the state level. Last year prizes totaled over \$3,000.00.

Students, their teachers, and parents are invited to the fundraiser. The Executive Board of the Rhode Island Teachers of Italian is certain that this event continues to enrich and strengthen scholastic Italian programs in Rhode Island.

La Settimana della Lingua Italiana nel Mondo

In occasione della VIII Settimana della Lingua Italiana nel Mondo, prevista dal 20 al 26 ottobre 2008, il Consolato Generale d'Italia a Filadelfia, d'intesa con il Center for Italian Studies della University of Pennsylvania e con l'Istituto Italiano di Cultura di Washington, è lieto di organizzare un incontro tra tutti i Dipartimenti di Italiano delle università e college di Filadelfia e dell'area. Quest'anno il tema della settimana è "L'Italiano in piazza".

L'obiettivo è quello di "riunire in piazza" tutti coloro che lavorano per l'italiano, con

il proposito di conoscersi, presentare alcune riflessioni culturali e passare un momento conviviale. Ogni università è invitata a partecipare con una delegazione di docenti e studenti (15/20 persone al massimo per ogni istituzione universitaria). Ogni delegazione, a turno, presenterà una sua libera proposta culturale: dalla lettura di un brano poetico o in prosa all'esecuzione di una canzone, da un breve sketch ad altre idee ancora a libera scelta, naturalmente in lingua italiana. Ogni università avrà a disposizione non più di 10 minuti, dunque non è necessario preparare interventi lunghi e laboriosi. Se proprio un'università fosse nell'impossibilità di presentare alcunché, va bene ugualmente: l'obiettivo primario è partecipare e conoscersi.

Il luogo dell'incontro non può essere altro che una piazza vera e propria. Ne abbiamo scelta una di Filadelfia pedonale e accogliente, il Perelman Quadrangle (3417 Spruce Street, di fronte alla Houston Hall) www.facilities.upenn.edu/mapsBldgs/view_bldg.php?id=50, nel cuore del campus della University of Pennsylvania (in caso di maltempo l'evento si svolgerà in un salone al chiuso, che verrà comunicato in seguito). Ci sarà un impianto di amplificazione.

La data prescelta è il primo giorno della VIII Settimana, lunedì 20 ottobre 2008, alle ore 18,00, in modo che docenti e studenti non abbiano problemi con i propri impegni scolastici della giornata. Al termine dell'incontro ci sarà un rinfresco, che permetterà di approfondire la conoscenza reciproca.

Questo primo messaggio vuole spiegare il senso della giornata e invitare alla partecipazione i vari Dipartimenti.

Entro lunedì 29 settembre 2008, si prega di inviare

- una risposta di adesione
- la proposta del/i vostro/i intervento/i al fine di stilare una scaletta
- la durata approssimativa del vostro intervento (non più di 10 minuti)
- la persona referente del vostro dipartimento al quale rapportarsi per le comunicazioni successive

Mi auspico che la proposta trovi una benevola accoglienza da parte vostra. Si tratta di un primo incontro che potrebbe avere interessanti risvolti di collaborazione nel futuro.

Maurizio Longo, Cultural Officer
Suite 1026, Public Ledger Building
150 South Independence Mall West
Philadelphia, PA

Italian American History in Public School Curriculum

by Janice Therese Mancuso

Italian American History in Public School Curriculum is almost non-existent, yet Italians and Italian Americans have significantly contributed to America.

Unless a child is from a family with Italian traditions passed directly to each generation, how would he or she be motivated to have any interest in Italian culture? As each generation moves further away from its roots, children learn through the negative stereotypes portrayed in the media, and through the teachings in American schools. Although some regional groups have succeeded in adding Italian subjects to school curriculums, a nationwide program for all public schools is needed.

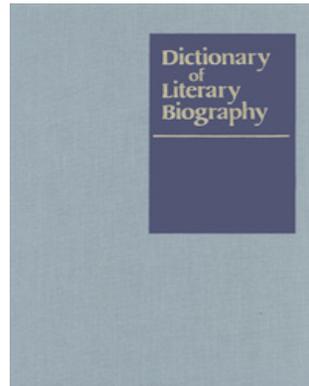
Thirty-One Days of Italians was originally developed to educate all Americans about those of Italian heritage who have significantly contributed to America. Now it's in the process of also becoming an educational program of Italian American history. On the Web site below, teachers will find brief biographies and resources to develop Lesson Plans that can be easily integrated into any school curriculum, and at any grade level. Lesson Plans are also available, and – as an ongoing program – updates, new resources, and new material are added on a regular basis.

For more information visit
<http://home.earthlink.net/~31italians/> or
contact Janice at 31italians@earthlink.net.

PUBLICATIONS

SEVENTEENTH-CENTURY ITALIAN POETS AND DRAMATISTS

Seventeenth-Century Italian Poets and Dramatists, volume 339 of the *Dictionary of Literary Biography* coedited by Albert N. Mancini with the late Glenn Palen Pierce and published by Gale Cengage Learning (2008), is the first book-length reference work in English devoted exclusively to Italian poets and dramatists between 1580 and 1680. Conventionally referred to as the Baroque Age, this period was long viewed as a time of economic decline, moral decadence, and aesthetic corruption in Italy; the low point between the splendors of the Renaissance and the national rebirth in the early nineteenth century. The fault with this biased view of the post-Renaissance period based on moral and patriotic considerations is that it bypasses one of the most intriguing and influential ages of modern Italy's cultural history. In the seventeenth century, the Western worldview was undergoing radical revisions caused by new geographic and scientific discoveries, the division of Christianity after the Reformation, and changes in the political structures. Students of the cultural forms designated as "baroque" agree that the efforts of writers and artists of the time show a restless search for a new relationship between the intellect and the senses, a new philosophy of nature and a new poetics. From a literary perspective, the Italian baroque was a polemic challenge to the neo-Aristotelian aesthetics of the Renaissance and the notions of decorum and morality in art. The Seicento was a period of intense experimentation with new literary genres and of stylistic and linguistic innovations. During the last fifty years, a vast amount of new research has produced modern editions of texts, bibliographies, and critical studies that have made Italian seventeenth-century literature more accessible to scholars and interested readers. As a result, the Seicento has



come to be regarded as an essential chapter of the long annals of Italian literature, a literary "period" that has its own system of standards and conventions whose rise, spread and decline can be traced and defined.

The volume consists of forty entries on pivotal figures such as Giambattista Marino, Battista Guarini, Gabriello Chiabrera, and Alessandro Tassoni, as well as on lesser-known but equally important writers, and appendices on theater and spectacle, poetry and music, and the Arcadian Academy. The entries, written by some of the foremost North American specialists in the field, highlight the role played by these authors in shaping the culture of early modern Italy and situate them in their historical and literary contexts. The introduction provides a general overview of the period's literary culture. The principal aim of the volume is to offer some perspective on changes in viewpoint and updates of the most recent scholarship on the lives and careers of the writers discussed. In addition, the contributors consider the pervasive influence of seventeenth-century Italian literary culture on writers, artists, and composers throughout Europe. The Seicento represented in fact the high point of the Italian penetration of the Western world culture. Historians of early modern European culture have long recognized the ties that bind letters to the arts and music of the time. The volume, therefore, offers insights of value to historians of society, culture, music, and theater and to students of comparative literature.

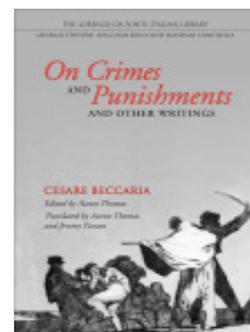
ON CRIMES AND PUNISHMENTS AND OTHER WRITINGS CESARE BECCARIA

Introduction by Alberto Burgio
Edited by Aaron Thomas
Translation by Aaron Thomas and Jeremy Parzen

The most significant essay on crime and punishment in Western civilization, *On Crimes and Punishments* was first published in Italy in 1764. It immediately became an international success, praised by Jefferson and Franklin in the USA, by Voltaire and Bentham in Europe. Today, Beccaria's book is more relevant than ever. Many of the principles it advocates—such as emphasis on the prevention of crime, the promptness of punishment, and the ineffectiveness of the death penalty as a deterrent—are indeed central to the contemporary debates on crime.

The present volume also includes reactions by some of Beccaria's illustrious contemporaries and collaborators: Pietro and Alessandro Verri and Voltaire. Cesare Beccaria understood that the administration of criminal justice provides organized societies with the greatest opportunity to ennoble the human struggle, but also presents civilization with a tremendous risk of corruption through temporal passions and abuse of power. Beccaria's *On Crimes and Punishments* remains one of the most influential works on crime and punishment in the last three centuries.

-Bryan Stevenson from his foreword



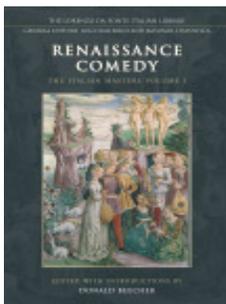
Renaissance Comedy: The Italian Masters, Volume One

Introduction by Donald Beecher
Edited by Donald Beecher

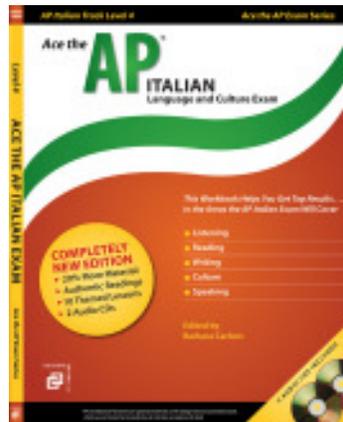
A rich and multi-faceted aspect of the Italian Renaissance, the comedy has been largely overlooked as a cultural force during the period. In *Renaissance Comedy*, editor Donald Beecher corrects this oversight with a collection of eleven comedies representative of the principal styles of writing that define the genre, proceeding from early, “erudite” imitations of Plautus and Terence to satires, sentimental plays of the middle years, and later, more experimental works, the development of Italian Renaissance comedy is here dissected in a fascinating and vivid light.

The first of two volumes boasts five of the best-known plays of the period, each with its own historical and critical introduction. Also included is a general introduction by the editor, which discusses the features of Italian Renaissance comedy, as well as examines the stage histories of the plays and what little is known, in many cases, of the circumstances surrounding their original performances. The introduction raises questions concerning the nature of the audiences, the festival occasions during which the plays were performed, and the academies which sponsored many of their creations.

As a much-needed reappraisal of these comedic plays, *Renaissance Comedy* is an invaluable look at the performance history of the Renaissance and Italian culture in general.



ACE the AP Exam SERIES



Edizioni Farinelli now has available a **completely revised edition** of *Ace the AP Italian Exam*. The new text has 20% more material, authentic readings, 10 themed lessons and two Audio CDs. Topics covered include: Language and Culture, Emigration, Stereotypes, Politics and Society, Tourism, Technology, Transportation, Economy, Environment, and Health.

“I really love this book! Not only does it prepare the student for the AP exam but it opens a realistic window on today’s life in Italy,” says Maria Giribaldi, Italian Teacher and AP Italian Coordinator at Palisades Charter High School in California.

Maria Abate De Blasio, who has been instructing with the *Ace the AP* exam text since it was first introduced in 2006, says: “The new edition... offers so much more. Thematic units focus on tangible topics enabling students to increase their knowledge of Italian culture while reinforcing strategies and techniques needed to master the exam.”

The two Audio CDs accompanying the text were recorded by native speakers and include dialogues, radio and traffic announcements, telephone answering machine messages, on-board airplane announcements, a technology call center discussion and more.

With the introduction of this text, Edizioni Farinelli now offers a complete preparatory workbook system for AP Italian preparation and general classroom use for teaching the language.

Ace the AP Exam Series:

- Ace the AP Italian Language and Culture Exam (AP Italian Track Level 4), \$28.95
- AP Italian Track Level 3, \$26.95
- AP Italian Track Level 2, \$26.95
- AP Italian Track Level 1, \$26.95

For more information on these texts or other Italian material visit:
www.edizionifarinelli.com
e-mail: edizioni@mindspring.com

Literary Prize Winner



The 10-story anthology, *Non soltanto un baule: storie di emigranti italiani*, has been awarded its second literary prize in Italy. This July it received 1st Place in the 2008 “Premio di Letteratura Naturalistica Parco Majella.” This follows its 2007 win of the “Premio Speciale per il saggio sull’emigrazione” given by the Concorso Internazionale di Poesia e Narrativa.

This award-winning book captures the struggles that millions of Italians experienced in their search for a better life outside of Italy. The immigrants’ stories, told through the voices of descendants or friends, richly express the emotion, pride and heartbreak of their emigration to the U.S., Australia, Argentina and Canada.

To order: www.edizionifarinelli.com

Call for Immediate Assistance

AAUSC

A Brief Survey on the Teaching and Learning Italian Culture in North America

by
Colleen Ryan-Scheutz

Help Italian Programs Gain National Status by Joining the American Association of University Supervisors and Coordinators

An ad-hoc task force comprised of 10 AATI members has begun looking at the current status of the teaching of Italian culture in North America. The group has identified the end of the secondary school curriculum and the end of the post-secondary "language requirement" as the first focal point for its work. The longer-term objective of this working group is to propose a set of non-prescriptive and broadly recognizable guidelines (such as those written by the AATF) for cultural proficiency in Italian.

Well aware that your time is precious and that surveys can be cumbersome, the working group asks that you please take just 15 minutes of your time to login and answer the questions,

which are mostly in multiple choice form. The web address of the survey will be sent out to the AATI listserve shortly.

Your participation is crucial, as without a critical mass of respondents, the project will lose its potential to speak to and address the concerns of the broadest possible range of programs across the continent.

Colleagues from programs in Italy—whether Italian ISL programs, or American programs abroad are strongly encouraged to participate too.

Thank you in advance for your time.

Since its inception in 1980, the American Association of University Supervisors and Coordinators has worked to:

- to promote, improve, and strengthen foreign language and second language instruction in the US;
- to strengthen development programs for teaching assistants, teaching fellows, associate instructors, or their equivalents;
- to promote research in second language acquisition and on the preparation and supervision of teaching assistants; and
- to establish a forum for exchanging ideas, experiences, and materials among those concerned with language program direction.

This year, for the first time, Italian has become an official section of the organization, led by Colleen Ryan-Scheutz (Indiana University) for the first two years.

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The *AATI Newsletter* publishes information about new publications, forthcoming conferences, events, contests and awards. It also provides a forum for discussion on pedagogy and teaching strategies. Short articles or brief notes (one-two paragraphs) dealing with direct classroom experience, teaching tips and successful application of linguistic theories are welcome.

Information about your school or local organization and other items of interest, should be sent to the Editor by March 15, 2009, for inclusion in the Spring issue.

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