



Newsletter

American Association of Teachers of Italian

Fall 2009

www.aati-online.org

Messaggio del Presidente

Cari Soci:

As I write this fourth and final letter to you as president of the AATI, I look back over the past twenty-plus months and realize that much has happened, a good deal of progress has been made, even in the form of discussions among the Executive Council (EC) members, and, *ahimé*, much has yet to be done.

Much lies ahead, in my opinion. I had hoped back in January 2008 that we could have begun a discussion about fund raising specifically for the AATI and finding some sort of stable, fixed home for the AATI. But two weeks into this presidency, we were blind-sided by the threat and subsequent cancellation of the Advanced Placement Program in Italian. We have, since then, continued a discussion, though not a conversation in the etymological sense of the word (i.e., *cum + vertere*). This discussion, at times one-sided, had its own bumps and potholes along the way. Nonetheless, we cannot lose sight of a more structured and secure future of the AATI as we move ahead and attempt, in this next year, to revive the AP.

We still need, as a community at large, to come together in this and other significant struggles that lie ahead. The AP in Italian remains in some sort of limbo, to put it nicely, held hostage by a series of circumstantial vagueries no one seems to be able, or willing, to unravel. We have had discussions with our *paesani* of all professional lots, yet we are no further along than we were in January of 2008. Then it was \$6M, soon afterwards \$9M, then, ultimately \$11.5M.

This past July, on behalf of the AATI Executive Council, I wrote to some twenty-plus individuals who represented almost as many organizations. In that long letter, I laid out a strategy we had devised at our May EC meeting, which called for a national fund raising campaign that called on all national Italian-American organizations to come to the fore, join forces, and work in unison. This did not happen. When I had bemoaned this fact at another meeting this past summer, a committee was formed, headed by John Calvelli and Judge Dominic Massaro (past presidents of the Council of Presidents of Major Italian American Organizations), which is now exploring ways to raise money in order to save the AP. In addition to the two aforementioned, the other committee members include: Steve Aiello, Margaret Cuomo, Andre Dimino, Filomena Ricciardi, Joseph Sciamè, Louis Tallarini, and *chi vi scrive*. The spokespeople for the AP with the College Board remain the Italian Language Foundation. This committee is scheduled to meet once more in October, date yet to be established. The strategy that the Executive Council of the AATI had discussed at its May meeting was no longer a point of discussion. Instead, the general consensus of this committee is to ask the Italian government for a good deal of the funds needed. As this committee moves forward, I will inform you of all of its progress. Once my presidency expires this coming December 31, I will then pass on all information to our new president so he can keep you informed. In the meantime, I shall also inform this new committee of the change in the AATI presidency so they, together with our new president and the EC, can decide who continues to represent the AATI on this committee.

* * *

As we look back and attempt to figure out what went wrong—and let us not lose too much time in so doing—a number of things stand out at first blush. In addition to the obvious “Why is Italian being held to a different standard?” one might indeed ponder how an organization such as the College Board that relies so much on statistical data can use only three years as a measuring stick. I

(*con't. on p. 3*)



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suspect that in this case independent statisticians might argue otherwise, that more time and, indeed, more data are necessary. Another issue that comes to mind is that there seems to be no one within the College Board administration (i.e., the national Board of Trustees) who might readily argue—namely, who might possess the requisite knowledge and thus be prepared to argue—for the continuation of the Advanced Placement Program in Italian. This is a question of cultural awareness and sensitivity, something that we as individuals acquire according to our life-long, quotidian existence, which is rooted in both the social and the professional.

This, in turn, is a challenge that lies ahead of us. We need to sensitize those both within and outside of our community to the following two basic facts: (a) Italian is both a worthy, necessary, and practical language for all sorts of reasons, first and foremost because it serves as that portal through which we access our cultural heritage; and (b) the teaching of Italian is as worthy a profession as any other “professional” vocation. Indeed, if as a community at large we are to move forward in promoting our culture and heritage, we simply cannot do so completely if we cannot access that culture.

The Italian language has always been a cultural vehicle, though in the United States for perhaps close to a century, if not longer, it was considered primarily—and in this regard I would say unfortunately—an ethnic language by mainstream thinking and organizations (yes, in spite of Dante et alii). The significant cultural valence of Italian has never been more obvious than over the past thirty-plus years, with the advent of Italian cinema and fashion first and foremost, the creation of the various “enti gestori” funded by the Italian government, and a rebirth in the translation of contemporary Italian writers and essayists such as Italo Calvino, Oriana Fallaci, Umberto Eco, and Dacia Maraini, among others. The individual who possesses such social, professional, and, I would

now, add cultural acumen and insight, by the way, does not seem to occupy a place on the national Board of Trustees of the College Board. This is, to be sure, part and parcel of the challenge that lies ahead. Such a lack of cultural, ethnic, and racial discernment and mindfulness lies at the base of the civil rights movement of the 1950s and 1960s; similar comprehension and acknowledgement eventually led to the classification of Italian Americans as a “protected class” within the CUNY system for comparable reasons, a situation very much still unresolved.

Thus, it should not seem a stretch to consider the absence of such ethnic and cultural sensitivity as yet a further stepping stone in this struggle to save the Advanced Placement Program in Italian—a language and culture that have given to Civilization the roots of modern western poetry (Dante and Petrarca), the template for what we call Modernity (the philosophy and art of the Italian Renaissance), and the matrix for our own modern-day legal philosophy (Cesare Beccaria), should simply not be cast aside because of a budget that has yet to be explained in great detail and/or any other reasons unbeknownst to the public discourse thus far articulated.

This is a struggle in which we all must engage; it is neither the right nor responsibility of any one person or entity to do so. Instead, we need to move as a collective. Furthermore, we need to reach out to our elected officials on all levels—national, state, and local. They, more than most of us, are in a strategically strong position to put pressure on such monolithic, and dare I say monopolizing, entities, such as the College Board. A not-for-profit should not be concerned primarily with profit when deciding the future of an exam that was given only three years to develop, all of which raises doubts to the commitment to the project in the first place. Various financially successful AP exams do indeed fund others; that said, Italian should not be excluded without the requisite opportunity and time to develop.

This should be totally unacceptable to all of us, and the Italian/American community needs to express its/our indignation in as many venues as possible, beginning with those in the more influential positions to do so.

If we can succeed in this struggle, then it means we can achieve even more. We need to make the AATI that one meeting place—figurative and literally—where notions of pedagogy at all levels and for all subject matter come together, where teachers and scholars exchange ideas about how better to interpret, analyze, and, most important, transmit our culture to the future generations. If we can create a template for these challenges, then we will have succeeded in further inserting our cultural into the greater United States discourse of the collective imaginary.

We need to pledge our unmitigated support to our next set of officers, especially our president Antonio Vitti, as well as to those whom we will soon vote into office this fall.

I look forward to seeing you all in San Diego!

Alla riscossa e arrivederci all'ACTFL!



Anthony Julian Tamburri
President, AATI

Reminder to Vote: polls close on October 31, 2009 at 11:59 pm EST

In order to vote you must be registered with the online AATI membership.

If you are not registered, please go to http://anakin.utm.utoronto.ca/~aati_membership/register.php

Once registered, login at http://anakin.utm.utoronto.ca/~aati_membership/index.php

Antonio Carlo Vitti



Attualmente insegna storia del cinema italiano presso l'Indiana University in Indiana. Si occupa di letteratura moderna, d'immigrazione e di storia del cinema. Ha pubblicato saggi su Pasolini, Monicelli, Scola, Wertmüller, De Santis, Rossellini, Amelio, Roversi, Montaldo, Rimaneli, Nanni Loy, Moretti e il nuovo cinema italiano. È anche autore di *Giuseppe De Santis and Postwar Italian Cinema* (1996), coautore di *Amerigo. Andare è sempre tornare* (1999), un'antologia sull'emigrazione italiana nell'America settentrionale, curatore di *Incontri con il cinema* (Caltanissetta: Sciascia, 2004) e co-curatore di *In Search of Italia* (Pesaro: Metauro Editori, 2004). Ha anche curato *Ripensare il Neorealismo: Cinema, Letteratura, Mondo* (Pesaro: Metauro Editori, 2008), *La Scuola Italiana di Middlebury* (1996-2005) *Passione Didattica Pratica* (Pesaro: Metauro Editori, 2005), *Pepe De Santis secondo se stesso. Conferenze, conversazioni e sogni nel cassetto di uno scomodo scrittore di campagna* (Pesaro: Metauro Editori, 2007). Ha appena completato: *The Films of Gianni Amelio. The Search for a Cinema of Social Conscience True to his Roots* (Pesaro: Metauro Editori, 2009) che è la versione italiana; *Il cinema di Gianni Amelio* (Pesaro: Metauro Editori, 2009) che uscirà in autunno. Attualmente sta scrivendo un libro sul cinema di Paolo Sorrentino e il cinema italiano durante la Guerra Fredda.

Oltre all'insegnamento e alla ricerca, Vitti è stato per due anni vicepresidente dell'AATI e ha organizzato gli ultimi due convegni annuali dell'AATI in collaborazione con l'ACTFL, in Florida e quest'anno in California. Nel 2010 assumerà il ruolo di presidente. Dal 2006 è Direttore della Scuola italiana di Middlebury College dove dal 1991 tiene corsi sul cinema e sulla cultura italiana. Ha anche organizzato convegni internazionali a Venezia, Firenze, Enna ed Erice sulla letteratura e sul cinema.

AATI Annual Conference at Università' del Salento, Lecce, Italy Call for Papers and Sessions May 26-30, 2010

The AATI (American Association of Teachers of Italian), announces its annual International Conference on Pedagogy, Culture, Literature, Cinema, Theater, Italian as a Second Language, Italian Identities in the World, History, Media, Economy, the Arts, Opera, and all aspects pertaining to Italy and its culture in the world.

The deadline for submissions of proposals is February 1, 2010. Papers should be in Italian or in English and should last no more than 15 minutes. Colleagues are also invited to consider organizing sessions or round table discussions. Each session and round table discussion is scheduled for 60 minutes.

In order to participate in the conference, session organizers, speakers, chairs, and round table participants must be AATI members in good standing and have paid the registration fees by February 28, 2010.

Registration fees: Regular: \$100.00
 Retired member: \$75.00
 Student: \$45.00

More information regarding the submission of proposals, registration for the Conference, hotels, transportation, and other related matters will be available online at www.aati-online.org and made available through the AATI listserv.

Fourth Annual AP® Italian Reading

The fourth annual AP® Italian Reading was held at the Duke Energy Center in Cincinnati, Ohio June 10-16, 2009. This was the third location for the Italian Reading in four years. The first two (2006, 2007) were held at the College of New Jersey, and the third (2008) was in Louisville, Kentucky. The Readers commented that they liked the hotel, the Reading site, the food, the friendly people, and the city of Cincinnati.

The College Board officially suspended the AP Italian program after the administration of the 2009 exam in May. All members of the profession hope that it will be reinstated in the future with the assistance and cooperation of various Italian organizations, the Government of Italy, and individual members of the teaching profession.

The following six people served as Question Leaders for the 2009 Reading: Patricia Di Silvio (Tufts University), Giuseppe Cavatorta (University of Arizona), Jacqualine Dyess (Mira Costa College, CA), Traci Andrighetti (University of Texas, Austin), Beth Bartolini-Salimbeni (Cibola High School, NM), Emilio Mazzola (Newton North High School, MA).

The following five people served as Table Leaders: Nicoletta Villa-Sella (The Linsly School, WV), Ida Wilder (Greece Athena High School, NY), Mirta Pagnucci

(Northern Illinois University), Bruna Boyle (University of Rhode Island), and Anna Rein (Bowdoin College, ME).

The following twenty-three people served as Readers: Beatrice D'Arpa (College of DuPage, IL), Bradley Bacigalupi (Brigham Young University), Barbara Cornacchia (Hialeah Senior High School, FL), Kimberly Thomson (Olympia High School, FL), Brandi DeMont (University of Texas, Austin), Jennifer Caetano (Tufts University), Gabriella Marconi Merriment (University of Alabama, Tuscaloosa), Michael Tabasco (Boston College), Phillip Twilled (Columbia University), Mitella Rollo (Saint Victor High School, IL), Christopher Leon (Oregon State University), Augustus Matri (University of Louisville), Soraya Ray (Pine Ridge High School, FL), Elisabetta Williams (Lone Peak High School, UT), Mariastella Cocchiara (Melrose Public Schools, MA), Daniela Cavallero (DePaul University, IL), Paola Morgavi (Northwestern University, IL), Magda Pearson (Florida International University), Lucrezia Lindia (Eastchester School District, NY), Dianne Fonseca (University of Rhode Island), Luciano Racco (Mahopac High School, NY), Rita Di Carlo (Medford High School, MA), and Luz Miliani (Felix Varela High School, FL).

The AP Italian Development Committee for 2008-2009 consisted of the following people: Patricia Di Silvio (Tufts University), who served as Chair of the

Committee. Paola Morgavi (Northwestern University, IL), Emilio Mazzola (Newton North High School, MA), Carmela Pesca (Central Connecticut State University), Teresa Picarazzi (The Hopkins School, CT), Paola Scazzoli (Wheaton High School, MD), Luz Miliani (Dade County Public Schools, FL) was a new Appointee. Frank Nuessel (University of Louisville) served as an ex officio member. After four years of service (2004-2008), Elissa Tognozzi (University of California, Los Angeles) rotated off the Development Committee. All members of the Development Committee applaud Elissa for her diligence and hard work on the committee. Indeed, if it were not for her leadership and guidance, the committee could not have completed its numerous tasks in a timely fashion. Finally, the College Board named Giuseppe Cavatorta (University of Arizona) as Chief Reader Designate prior to the decision to suspend the AP Italian Program.

Vince Bertolini (ETS), David Baum (ETS), and Dorothy David (ETS) served as liaisons to the AP Italian Development Committee.

All of the high school teachers who participated in the AP Italian program deserve a round of applause for their selfless dedication and hard work. Furthermore, all of college and university instructors merit equal recognition for their efforts. Finally, ETS staff provided invaluable input on the development of the test.

Frank Nuessel
University of Louisville
Chief Reader of AP Italian

Session at ACTFL for Language Coordinators

The AATI in conjunction with the AAUSC (American Association of University Supervisors and Coordinators) will sponsor a session at ACTFL entitled: Best Practices and New Horizons for Teacher Training in Italian. The panel organizer and chair is Colleen Ryan-Scheutz, Indiana University. The panel will be held from 10-11 a.m. on Saturday Nov. 21, 2009.

Panelists will present their most updated programs for teacher training and professional development in Italian, with a focus on curriculum design, new technologies, and changes methods and program goals over the last ten years.

If you coordinate or supervise the Italian program at your institution, if you are you involved in curriculum development for your program or if you train or mentor new instructors at your

school, then the AAUSC is an important association for you. The annual meetings (in conjunction with ACTFL-AATI and MLA), online website and resources, and annual publication address in the most up-to-date fashion a broad range of issues pertaining to teacher training, curriculum design, course Please visit www.aausc.org today to learn about the organization. For questions and additional information, feel free to contact Colleen Ryan-Scheutz at ryancm@indiana.edu.

Peter Bondanella Elected to the European Academy of Sciences and the Arts

Peter Bondanella, Distinguished Professor Emeritus of Comparative Literature, Film Studies, and Italian (Indiana University) was recently elected to the European Academy of Sciences and the Arts for his contributions to Italian Studies, particularly for his work on Italian cinema and translations of Italian literary classics. He has recently published *New Essays on Umberto Eco* (Cambridge University Press, 2009), a collection of new essays on Umberto Eco's linguistic, historical, critical, and fictional works to which a number of AATI members and many of his former students contributed. *A History of Italian Cinema* (Continuum International Publishers, scheduled to appear in September 2009), the successor to *Italian Cinema: From Neorealism to the Present*

which went into many printings and three different editions since its initial appearance in 1982, will be a vastly enlarged and more comprehensive treatment of the entire sweep of Italian cinematic history from the silent era to the present, with much attention to the so-called "B" or genre films that are so important a part of postwar Italian cinematic culture.

Professor Bondanella was also recently awarded a Mellon Foundation Emeritus Fellowship for research on Federico Fellini's dream notebooks, a fellowship that included a large Mellon contribution to the Italian cinema holdings at the Indiana University research library.

CICIS Italian Studies 2009 Essay Prize

Sarah Carey, of the Department of Italian at UCLA, has been awarded the California Interdisciplinary Consortium for Italian Studies 2009 Essay Prize for her article entitled "Imbriani's Innovation: Photography as Framework in *Merope IV* (1867)." Comments from the judging committee include:

"The committee found Sarah Carey's paper to be engaging, critically acute in its close readings, provocative in its argument for reconsidering Imbriani, and wonderfully suggestive in its explorations of the photos as a literary device in *Merope IV*."

"Not only has Carey done a masterful job of arguing against Croce's dismissal of Imbriani's work as mere "bizzarrie," she has added an overlooked nineteenth-century Italian to the corpus of European writers whose work was influenced by photography."

Symposium on New Italian Cinema --April 7-11, 2010 Indiana University, Bloomington

Submissions are being accepted for original research on new directors and trends in Italian cinema. Papers may focus on, but should not be limited to: new directions in criticism, financial and political dynamics in film production, analysis of individual films, development of new authorial visions, the relationship to other national cinematographic traditions and films, intersections between film and other arts (photography, music, literature, etc.), "Italo-phone cinema" coming from the Americas, Australia, Africa, The Mediterranean World or other countries, the representation of family and gender, the issue and experience of otherness, the search for cultural and spiritual identity. Proposals on the pedagogical application of cinema in the foreign language classroom are also welcomed. Papers should be written in the language in which the reader feels most comfortable (Italian or English); however, they should be limited to no more than 18 minutes (8-9 doubled-spaced pages). One-page abstracts

Futurism: The Invention of a Primordial Tomorrow TRADITION + LEGACY

This conference was held at UCLA on October 9th and 10th, 2009 to explore the relationship of Futurism with the traditional literary canon while also investigating the strategies Futurists employed to create a proper audience for a revolutionary approach to art. What authors and artists did Futurism salvage from the "ruins of Rome and Athens"? Who were Futurism's unacknowledged predecessors? What kind of audiences did Futurism envision in the creation of a "new" art? Are we now in a better position to appreciate the aesthetic pursuit of the Futurists? What does the contemporary art world owe to the Futurist legacy?

This conference was sponsored in collaboration with the *Fondazione Azzurra* that has organized *una serata futurista* at UCLA. The keynote speakers were Prof. Claudio Fogu from UC Santa Barbara and Prof. Giuseppe Cavatorta from the University of Arizona, Tucson.



should be sent electronically (Word attachment only) by Dec. 31, 2009 or before to Antonio Vitti at ancvitti@indiana.edu, or to Colleen Ryan-Scheutz at ryancm@indiana.edu and or to Andrea Ciccarelli at aciccare@indiana.edu.

Master's in Italian Studies at Georgetown University

Master's in Italian Studies

The Italian Department of Georgetown University, one of the few autonomous departments in the country, is pleased to announce a distinct new Master's in Italian Studies that will begin in fall 2010. The four semesters, 30-credit curriculum of the Master's program takes into consideration students' different needs and interests and offers three specialization options that revolve around a common core curriculum. The program includes a semester abroad at an Italian university, an optional summer internship in Italy, a writing seminar, and a Master's thesis.

The first option is designed for students seeking the solid academic preparation needed to enter a doctoral program. Students following the first curricular option will spend the semester abroad at the Istituto Italiano di Scienze Umane (The Italian Institute of Human Sciences) (SUM) in Florence. The second option targets current high school teachers who seek a graduate degree, those seeking to enter the teaching profession at the secondary level, and those seeking to enter a doctoral program in applied linguistics. Those pursuing the second option will spend the semester abroad at the Università per Stranieri di Perugia. The third option is designed for students who seek to apply their strong interest in Italian culture in a professional environment. Students following the third curricular option will spend the semester abroad at Milano's Bocconi University, the leading Italian institution of higher learning for business administration.

Program of Study

The curriculum consists of four semesters, 30 credits plus a thesis: 3 core courses during the first semester, 3 graduate-level courses at one of our partner universities in Italy during the second semester, an optional summer internship, 3 graduate-level electives at

Georgetown during the third semester, a writing thesis seminar, and a thesis during the 4th and last semester at Georgetown.

Courses

Course listings and descriptions can be found on the Italian Department website located at: <http://italian.georgetown.edu>. For electives from other departments click on: https://myaccess.georgetown.edu/pls/bninbp/bwkschd.p_disp_dyn_sched

Scholarships

Some merit scholarships will be provided to M.A. candidates.

Admissions

The application deadline is January 15, 2010. To apply use the online application form, located at: http://grad.georgetown.edu/pages/apply_online.cfm

Faculty

Laura Benedetti, Ph.D., Johns Hopkins; Laurea, La Sapienza, Roma; M.A. University of Alberta; The Laura and Gaetano De Sole Professor of Contemporary Culture and Chair of the Department of Italian; Specialist in Renaissance and twentieth – century literature and culture and gender studies.

Nicoletta Pireddu, Ph.D. Comparative Literature, UCLA; M.A. UCLA; Dottorato di ricerca in Anglistica, Università di Venezia; Associate Professor and Director, Comparative Literature; Specialist in European literary relations, critical theories and cultural studies, history of ideas, anthropological approaches to literature, and translation studies.

Anna De Fina, Ph.D., Georgetown University; MPhil. Cambridge University; Associate Professor; Specialist in sociolinguistics. Her research interests focus on oral narratives, language and

identity and language alternation, particularly among immigrant communities.

Gianni Cicali, Ph.D., University of Toronto; Dottorato di ricerca, University of Florence; Assistant Professor; Specialist in 17th and 18th century theater, 18th century *Opera Buffa*, history of actors, and the intersection between the theater and the arts.

Visiting Fulbright Scholar Contact:

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Phisigmaiota.org

Faculty wishing to recognize foreign language achievement in foreign languages or related disciplines, including linguistics, international business, communications and anthropology, might consider membership in Phi Sigma Iota, the international foreign language honor society. For information, consult phisigmaiota.org.

Susan Rosenstreich, Professor
Department of Foreign Languages
and Literature; Dowling College

Cathy Balestrieri Burton

AATI member Cathy Balestrieri Burton was featured in a Community Profile article in the Petaluma Argus-Courier newspaper on August 5, 2009. The article highlights Burton's teaching career, and is entitled "Sharing language and culture", Cathy Balestrieri Burton has taught Spanish and Italian for more than 30 years." For further reading, the article can be accessed at: www.pressdemocrat.com/article/20090805/COMMUNITY/908059930



AATI Membership and Italian Studies Online Registry

We are proud to announce the AATI Membership and Italian Studies Online Registry, created by the Director of Communication and hosted by the University of Toronto Mississauga. The database can be accessed directly from the AATI webpage by clicking on "Member's Directory" (last button on the left) or by typing directly in the address bar the following URL: <http://anakin.utm.utoronto.ca/~aati_membership/>. Presently we have 614 registered members (429 AATI members; 154 non-AATI members; 26 libraries; and 5 administrators).

The database allows AATI members to update their personal information (address, phone, email, etc.), but also to check the status of their membership (when it expires, when the last payment was made, etc.), the status of forthcoming conference registration, and more. Members will be sent automatic reminders to renew their membership.

The database is, however, much more than a dry management tool of the AATI membership. In fact, it is a registry also open to all people interested in Italian Studies. Users are requested to complete forms regarding demographics (their current assignments, membership in academic associations, level and subject of teaching), their education (degrees received, university and year of graduation), and employment as educators (from Kindergarten to College/University). The program will collect information regarding the number of teachers, students, programs, fields of research, etc.

All the information will be kept private and available only to members of the Registry. Users can elect not to share their personal information (work address, email, phone) even with people in the registry by putting a checkmark in the button "I would like to keep my account information private".

Most importantly, through the database users will be able to get pertinent and accurate data on Italian Studies in North America by using the Statistics page. Here one can query the database about well over 60 different categories. Users are able to generate statistics for several groups: AATI members only, non-members of AATI registered in the database, and both AATI and non-AATI members. This means that in total a person could generate almost 200 different sets of statistics. Information available ranges from the gender of the user, to the number of graduate students registered in an Italian program; from a list of Junior/Middle/High Schools by state to the number of students taking Italian in High School at level 1-5; from the number of tenure-stream faculty in each University College to the number of Teaching Assistants; from the year a teacher was hired in the school system to the year a Professor obtained his/her tenure. An important feature in the database, especially for those who do research, is the function "Search Research Keywords." This feature is very useful for sharing ideas with people who are doing research on the same topic; here one could find out who are the scholars with research interests in Dante or Petrarca, in religious drama or futurismo, in gender studies or in cultural studies, in Tondelli or Orioles.

However, a database does not have a value if users do not populate it with the information requested. Therefore, we invite you to register, if you have not already done so (all AATI members need to be registered) and to complete all forms. The entire process takes less than tens minutes and can be completed in different sessions. Even though the database has been created for the AATI membership, all members of the profession (Italian Studies) are invited to register. Please feel free to invite your colleagues interested in Italianistica to register in the database.

Here you will find a step-by-step description of the forms to be completed.

STEP 1

If you have previously registered, please skip to STEP 2.

If you have not yet registered, please register at http://anakin.utm.utoronto.ca/~aati_membership/register.php. Once registered, go to step 2.

STEP 2

Login at http://anakin.utm.utoronto.ca/~aati_membership/index.php
If you forgot your password, please connect to http://anakin.utm.utoronto.ca/~aati_membership/reset.php

STEP 3

Click on button "My Account" (button on left). On the top of the page, below the AATI logo, you will see different links: (membership, account changes, personal and mailing, etc.). You will need to complete the information requested in each link. In the steps that follow you will find an explanation of each page to be completed... Do not worry, navigation is simple and intuitive: it takes only 10 minutes... and you can always go back and update your information.

STEP 4

When you click on my account, by default, you are in the membership section. Here you will find information regarding your membership (the date your membership expires and the administrator's notes). If you have just registered, your membership status will be "non-member." Give us a few days to enter the appropriate information about your membership. Please check this information regularly. (If you have just renewed your membership, please give us a few days to update the information.)

If you already registered, the information in this page reflects the actual status of

con't. next page

membership. If your membership is expired, beside membership type you will read “membership expires.” (If you have just renewed your membership, please give us a few days to update the information.) If membership type is “non-member,” it means that your name does not appear in the AATI old lists. If you feel that the information is incorrect, please do not hesitate to contact Maria Rosaria Vitti Alexander (mvittia6@zimbra.naz.edu) or Salvatore Bancheri (Salvatore.bancheri@utoronto.ca) Please check this information regularly.

STEP 5: Account Changes

In this page you can change your password, user name, and your email account associated with the database.

STEP 6: Personal and mailing address

The completion of this page is mandatory for AATI members. It is important that AATI has a valid address where to send *Italica*. Please make sure that your preferred address (the address we are going to use to mail *Italica*) is current at all times. When an issue of *Italica* is returned because of an incorrect address, it costs AATI a significant amount of money; if we cut down on these costs, in one year we would have enough money for 1-2 scholarships.

The information on this page (as on all pages) will remain private. Your home address information and phone number will never be shared with anyone. Your school address, email and phone will be shared only with members of the database. You can choose not to share the information by selecting “I would like to keep my account information private.” However, not sharing the information defeats the purpose of the database as the rest of the information entered by the user will not be considered when compiling the statistics. Your year of birth will also remain private. Why request the year of birth? For statistical purposes: to have an idea of how many people could be retiring from the profession in year 2017 or year 2050.

When inputting the address information, please start by choosing the country first. The selection of the country will then create a field where you can choose a state. Please remember that this procedure needs also to be followed in other pages.

Make sure to save the information by clicking the button “Update personal information” at the end of the page.

STEP 7: Demographics

Put a check mark in all the appropriate items and then click the button “Update personal information.”

STEP 8: Education

Select the highest education level achieved. For each degree you have, add the necessary information: first choose the country, then the state, then the university, the degree and year of graduation. If your university is not listed, please choose “other” and add the name of the university and the city. Click on “add degree info.” Repeat these steps for each degree you have.

STEP 9: Employment (K-12)

Complete the information required in this page only if you teach in grades K-12. For program information, please feel free to put an estimated number of students for each level. Please read the disclosure in italics below “Program information.” Remember that all information requested is pertinent to Italian Studies. Colleagues who have research interest might want to complete the bottom part of the “Personal” section under Employment (College/University), which is related to field of research and research keywords

STEP 10: Employment (College/University)

Complete this page only if you are part of the College/University system. You will find three sections: Personal, Undergraduate and Graduate. In Personal, please complete the field for research keywords. This is an important field as it might be useful to connect to people who are doing the same research. In the

Undergraduate and Graduate links, please complete the information required. Please feel free to put an estimated number of students for each level. Please read the disclosure in italics. Please remember that all information requested is pertinent to Italian Studies.

STEP 11: Statistics (menu on the left)

Enjoy the statistics page. Please note that the stats are based on the information (at times incomplete) entered by the registered users we have so far. I expect that the number of users will rapidly increase. Eventually, the stats will be able to give us a quite useful and accurate picture of Italian Studies. Did you know, for example, that a) 68% of the registered members are women and 32% are men; b) 55% of registered members of the database have a Ph.D.; c) of 91 users who have indicated the University where they obtained their Ph.D., 8 are from the University of Toronto, while Harvard, Yale and Indiana have 7 users each; d) Middlebury College is the institution that has granted more MAs to the registered users; e) 35 graduate students and 19 retired educators have registered in our database; f) The University of Toronto has the highest number of Undergraduate and Graduate Students among the institutions that have recorded those numbers. We invite you to find out how your institution compares in number of students, programs, faculty members, teaching assistants, etc., with other universities. In a few words, explore and enjoy the stats!

STEP 12: Feedback

Feedback! Feedback! Feedback! Please send us feedback if something does not work or needs to be clarified. When the project is completed, we will add the necessary help files.

STEP 13: A Sign of Appreciation

The best way to show us that you value the work we have put into the database is to complete all sections of your profile.

News from the Northeast

Le notizie della RITI



The RITI Annual Scholarship Banquet was held on Friday, September 18, 2009 at 6:30 P.M. at Lancellotta's at 1113 Charles Street, North Providence. This year 322 students participated in the National Italian Contest Examination, sponsored by the American Association of Teachers of Italian. The students are from the following high schools and middle schools: Aldrich Junior High School, Bishop Hendricken, Classical, Coventry, Cranston East, Cranston West, Esek Hopkins Middle School, Johnston, LaSalle

Academy, Narragansett, Pilgrim, St. Mary Academy-Bay View, South Kingstown, The Moses Brown School, The Prout School, Toll Gate, and Winman Junior High School. The success of this fundraiser allows RITI to award monetary prizes to students who place first, second, and third at the State Level of the National Italian Examinations. This year's prizes totalled \$3,100.

On October 16, 2009 RITI will celebrate National Italian Heritage Month with a lecture by Mr. Peter Pezzelli, a well known Rhode Island author, who has written several books on Italian-Americanism. The lecture, which is open to the public, will take place at the Knight Campus of the Community College of Rhode Island in Warwick.

RITI, in collaboration with CITA will hold a workshop for Italian teachers in November. Date and time to be announced

RITI will offer a bus trip to the Metropolitan Opera for members, families and friends on February 27, 2010 to attend the performance of Puccini's *La Boheme*. Anyone who is interested should contact Alfredo Crudale at arcrudale@cox.net. Please see our new website at www.riteachersofitalian.org, and find us on Facebook at Rhode Island Teachers of Italian.

Farmingdale State College New Italian Studies Minor

Dr. Matilde Fava has the pleasure of announcing that the Italian Studies Minor program was recently approved at Farmingdale State College, State University of New York. It is an interdisciplinary program offered by the Modern Languages department.

George L. Graziadio Center for Italian Studies at California State University, Long Beach Hosts Italian Language Forum

On September 5, the George L. Graziadio Center for Italian Studies at California State University, Long Beach gathered over 70 educators to its campus to raise awareness about the status of Italian teaching in Southern California. Focusing on the history, growth, and future of Italian in the California context, a series of presenters addressed the need for awareness and action as complementary goals for the Italian community as it seeks to expand the presence of Italian in all sectors of the educational system. Speakers emphasized the strides Italian has made through the addition of the Italian credential program and major at CSULB, the delivery of Italian courses at several sites through the "ente gestore" Fondazione Italia, and the boom of Italian on community college and university campuses. They also discussed the immediate need to increase the number of

middle and high schools offering Italian to accommodate the teachers who are currently acquiring Italian credentials. The importance of restoring the AP exam in Italian was also highlighted.

Statistics culled from the American Council on Foreign Language Teaching survey demonstrate that the highest number of high school students polled (40%) would select Italian as their language of choice *if it were offered*. This statistic has galvanized the Italian Community of Southern California to become proactive in incentivizing middle schools and high schools to add Italian to the foreign language curriculum. Comparative statistics for schools offering French, German, and Spanish, all of which far outpace Italian in Southern California high schools, signal the need for swift and concerted efforts to improve our presence.

Action items and timelines concluded the meeting. We will report on our efforts as they bear fruit so that the AATI membership will be apprised of our progress over the months ahead.

Clorinda Donato
Professor of French and Italian
California State University, Long Beach



Interview with Laura Ruberto of Mondo Bambini

By Teresa Fiore

California State University Long Beach

The following interview with Laura E. Ruberto, Berkeley City College Humanities professor, covers general issues connected to children language learning with specific reference to a full-immersion cultural and language program called Mondo Bambini: Italian for Kids.

The brainchild of Laura E. Ruberto herself and high-tech management consultant Angelo Del Priore, Mondo Bambini was (and continues to be in its recent re-incarnation as Girotondo) the only one of its kind in the East Bay when it was opened in 2004. Made possible by external grants, student tuition fees, and collaboration with the University of California's Italian Department, the program is currently moving into a new phase of expansion.

TF: Can you tell us about the history and organization of Mondo Bambini?

LR: We held our first classes once a week in fall 2004, in Berkeley. Classes were taught by native speakers of Italian with extensive teaching experience. The program mainly centered on preschool-age children but also at times offered after-school classes for older children.

TF: What was its main objective then, and how has the project developed?

LR: We were interested in creating a space for children to experience Italian language and culture in the Berkeley/Oakland area. We hoped to get young children together for a preschool-like experience (i.e., for a sustained set of hours with teachers and without parents) that would immerse them in Italian language and culture. We were in great part influenced by language-development theories that suggest children learn most of their language from peers, not from adults. We wanted Mondo Bambini to be a space where kids heard Italian, heard other children speak Italian,

and left knowing there were places where playing, eating, reading, etc., could happen in Italian—that this was a normal part of the children's lived experiences, not just the "other" language that maybe only one or two people in their lives spoke.

Our hope was to expand the program beyond our original one-morning-a-week program into a fully-licensed Italian preschool in the Berkeley area. With our new relationship with Girotondo (an Italian school based out of Marin County), we believe such a preschool is closer to becoming a reality—Mondo Bambini was bought by Girotondo in June 2009; Girotondo now has a location in Marin and in Berkeley.

TF: Did you follow any model that you then adapted to your locale?

LR: We adopted a very flexible, student- and play-centered pedagogical approach. It was a full-immersion program—teachers only spoke Italian. Children were gently encouraged to do the same. The Girotondo teaching model is inspired by the Reggio-Emilia approach. We strove to keep the enrollment ratio approximately two to one of Italian-speaking kids to non-Italian-speaking kids. We also wanted to keep our classes small, a maximum of eight children. Unfortunately, together, these two factors also meant we often had to turn kids away from our program.

TF: Who helped in the process?

LR: We received grant money to launch the project from the National Italian American Foundation. We later also received a grant from the Italian Consulate's San Francisco office. These funds mainly went to purchase Italian-language children's books.

We had articles written up about us in local newspapers—including the *San Jose Mercury News* and the *Contra Costa Times*. We also had coverage by *Salute Magazine* out of Sacramento. More recently, the *San Francisco Chronicle* ran a piece about Bay Area Italian-language preschools, naming Mondo Bambini as part

of the trend and claiming that our area has the largest number of such programs in the country.

TF: What were the main challenges in a project of this sort? How did you face them?

LR: There were a lot of practical challenges, like finding an appropriate location. In the end we rented space from a Finnish social center near downtown Berkeley. On other days the space is used to teach Finnish to children—being that we are in a city with a significant international and multi-cultural population, this arrangement made perfect sense to us.

Long term, the biggest challenge has been securing experienced, native (or near-native) teachers. Outreach with Italian organizations, including the Consulate's Education office as well as other Bay Area Italian preschools, has always been helpful. But the reality is that, when it comes down to it, we found all of our excellent teachers by word of mouth. We also have had a few excellent aids from UC Berkeley's undergraduate Italian program, who received important experience and internship credit for helping us in the classroom.

TF: What have you achieved with this project? How can Mondo Bambini be a point of reference for similar projects?

LR: Our biggest achievement is that the children who have gone through our program have become a little more comfortable in Italian-language spaces. Even though the children live in different neighborhoods, they now have playmates they joke around with in Italian, they are used to having adults—who are not their family—speak to them, interact with them in Italian. In a sense, it is a reinvented version of the old Italian American neighborhoods, mostly gone here in California. In short, we have built a community of families interested in supporting Italian culture in their children's lives.



Survey Results of High School Teachers

During May and June of this year, a survey was circulated to high school teachers through the AATI list-serve. The goal was to determine the strengths, weaknesses, opportunities and threats that high school Italian programs in the United States are experiencing. The results serve to design future goals for these teachers and programs. Despite the short time teachers were given to complete the survey, a total of sixty teachers responded from New York, New Jersey, California, Massachusetts, Rhode Island, Illinois, Texas, Florida, and Virginia.

Strengths

The most prominent strength observed in several surveys is teacher motivation to expand programs despite the fact that AP Italian may not be offered in the near future. New programs should continue and be supported. These new Italian instructors requested professional development and financial support. Some Italian programs have benefited from funding by Italian Consulates, organizations and private individuals. Some donors include the Orders of Sons of Italy, UNICO, small regional organizations and colleges and universities. Monetary support has also come from private individuals such as Giorgio Armani.

Weaknesses

Currently very few high schools offer Italian Honors classes. This is attributed to several things: Ninety percent of the surveyed teachers are the only instructor who teaches Italian. Therefore, the responsibility of writing the curriculum for honors classes lies in the hands of only one person who is also teaching four or five different classes. Teachers of other languages often have fewer preparations as well as assistance from other colleagues who teach the same language. Italian teachers who work alone need the support of AATI so that they can open honors classes as well. Teachers have also expressed the need of creating an Interest Group within AATI to address the specific

needs of high school education. In order to sustain the growth of our teaching programs, networking and attending conferences and meetings is a must.

(I have developed the honors program at my school and I would be more than happy to share tips with other language teachers. AATI state representatives need to support instructors by giving them the tools to create those programs and to earn teaching strategies for split classes and multilevel courses.)

Opportunities

Ways to motivate students to join Italian programs include teachers engaging in extra-curricular activities such as the Italian Club, Opera Club and the National Italian Honors Society club. Study abroad and exchange programs seem to offer strong opportunities to promote growth in the teaching and learning of Italian in high school.

Most teachers indicate that students who have taken AP Italian have benefited tremendously in their academic life. Students who passed the AP Italian exam were able start at intermediate and advanced levels from prominent universities such as Harvard, UCLA, NYU and Brown. A significant number of surveys indicated that former AP Italian students have continued their studies in Italy at the Università degli Studi di Firenze or through Middlebury College.

Threats

Another major concern is the lack of credentialed teachers. However, in many states, the process of earning or adding an Italian credential poses more obstacles than opportunities. There is currently no CSET exam for Italian and there is a strong request from teachers to develop subject area exams for teacher certification. A constant question teachers ask is "Who will teach future generations?"

The current suspension of the AP Italian Exam may have a negative impact on our Italian programs that we are not yet in a position to evaluate. Many schools have not ended their registration period for the upcoming school year. Therefore, the possible loss of students will be seen more clearly only when the current semester starts. However, parents, students and

teachers have already made several negative remarks about this suspension.

Future goals and general observations

In order to re-establish the AP Italian program, what is needed is the support of the Italian-American community in general, the Italian government to fund an online Italian AP program which was also done by the Chinese and Japanese governments. It seems that some groups started to raise funds to support the AP program but collaborative work is necessary.

Teachers in the survey indicated that there should be a motivational incentive for high school teachers to attend conferences; possibly offering a prize scholarship to defer teachers' expenses; a fundraising event, raffle, etc. to raise money for a study trip or trips to Italy during the summer for professional development. Furthermore, AATI could provide more support or incentives for the state high school chapters of Italian. AATI should also plan a fundraising event possibly even with NIAF, for another try at the AP. Some AP exams are already online and Italian must move into that direction as well.

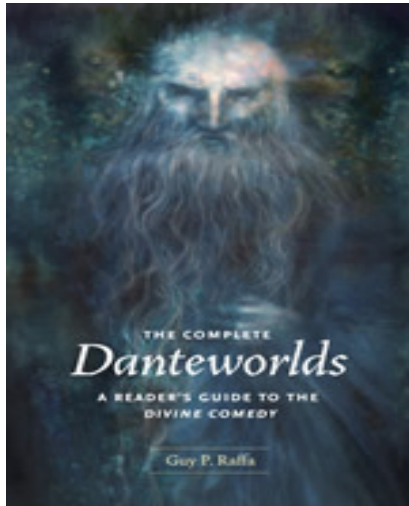
AP programs in American high schools are strongly encouraged as they are requested by parents, students and administrators who are interested in building a strong educational foundation. The suspension of the AP exam places our Italian students at a major disadvantage. Educators of Italian have discussed other options. The Italian AP task force and development committee worked arduously since 1999 to establish the AP program and it saddens the entire community to see efforts wasted and equality among languages broken.

Conclusions

The survey clearly responded to the strengths, weaknesses, opportunities and threats that our Italian programs in high school levels are experiencing. It is important to follow up on the results and continue to focus on our weaknesses and threats so that they become no longer an obstacle since teachers and the Italian community want to see our program flourish.

Adriana Benvenuto
California AATI representative

PUBLICATIONS



The Complete Danteworlds: A Reader's Guide to the "Divine Comedy" by Guy P. Raffa

Dante Alighieri's *Divine Comedy* has, despite its enormous popularity and importance, often stymied readers with its multitudinous characters, references, and themes. To help meet that challenge, Guy P. Raffa's guide to the epic provides readers—experts in the Middle Ages and Renaissance, Dante neophytes, and everyone in between—with a map of the entire poem, from the lowest circle of Hell to the highest sphere of Paradise. Based on Raffa's original research and many years of teaching the poem, *The Complete Danteworlds* charts a simultaneously geographical and textual journey, canto by canto, region by region, adhering to the path taken by Dante himself through Hell, Purgatory, and Paradise. This invaluable reference also features study questions, illustrations of the realms, and regional summaries. Interpreting Dante's poem and his sources, Raffa offers detailed entries on each character encountered by the reader, and elucidates many significant historical, religious, and cultural allusions.

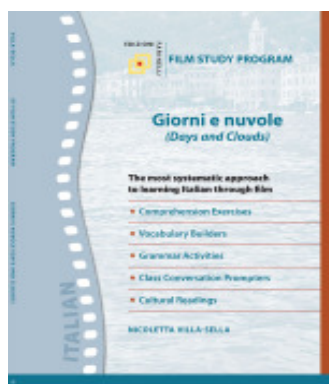
"In no sense is this just another Cliff Notes approach to Dante. In my view, this guide to Dante's poetry is clearly the very best single book available for any student or interested general reader. The commentary and structure of the guide

constitute a very impressive work of scholarship and succeed admirably in presenting Dante's poem in all of its complexity without reductionism. Raffa has managed to hit exactly the right balance between providing information to readers and challenging them to use sources and Dante scholarship to come to grips with the meaning of the poem." (Peter Bondanella, Distinguished Professor Emeritus of Comparative Literature, Film Studies, and Italian, Indiana University).

"*Danteworlds*, the book and the Website, make the *Divine Comedy*'s universal message accessible and meaningful to all readers. In his superbly written and always engaging presentation of the three realms of the afterlife, Guy Raffa displays the rare ability to see, as it were, both the forest and the trees, capturing the grand outlines and shape of Dante's poem as well as identifying and providing incisive commentary on its myriad components—people, places, events, themes. Not only will first-time readers of the *Comedy* appreciate Raffa's meticulous overview, but seasoned scholars will also profit from his many critical insights. *Dante worlds* will have a major impact on the ways we read, teach, and study the *Comedy*." (Christopher Kleinhenz, Carol Mason Kirk Professor Emeritus of Italian, University of Wisconsin-Madison.)

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Edizioni Farinelli

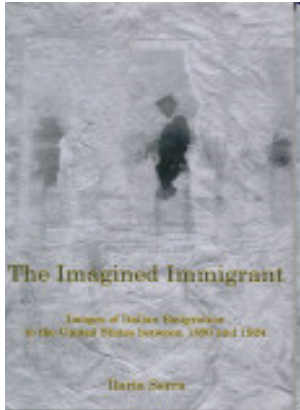


Edizioni Farinelli has five new film study programs available bringing its current offering to 12. The new texts are available for: *Cristo si è fermato a Eboli* (developed by Chiara Mazzucchelli, Visiting Professor of Italian Studies, University of Central Florida), *Giorni e nuvole* (developed by Nicoletta Villa-Sella, Foreign Languages Chair, The Linsly School), *Il postino* (Patrizia La Trecchia, Assistant Professor of Italian Studies, University of South Florida), *Pinocchio* (Nicoletta Da Ros, Teaching Assistant, University of California, Riverside) and *Ricordati di me* (Giuseppe Tassone, Lecturer in Italian, University of Washington).



Also now available is a new intermediate-advanced workbook/lab manual with CDs, *Sei pronto... a perfezionarti?* developed by Barbara Carbon, Full-time Instructor of Italian, Montclair State University. The new *Sei pronto Series* will also include *Sei pronto... a migliorare?* for beginner-intermediate levels and *Sei pronto... a comunicare?* for beginner Italian which are coming in 2010. The new workbook/lab manual helps build communicative proficiency in Italian and can complement traditional textbooks used in Italian instruction. Each unit focuses on one specific aspect of contemporary Italian culture through a variety of materials – newspaper and magazine articles, on-line blogs, advertisements, radio and TV program excerpts and more.

For more information and to order, visit www.edizionifarinelli.com



The Imagined Immigrant by Ilaria Serra

Using original sources—such as newspaper articles, silent movies, letters, autobiographies, and interviews—Ilaria Serra depicts a large tapestry of images that accompanied mass Italian migration to the U.S. at the turn of the twentieth century. She chooses to translate the Italian concept of *immaginario* with the Latin *imago* that felicitously blends the double English translation of the word as “imagery” and “imaginary.” *Imago* is a complex knot of collective representations of the immigrant subject, a mental production that finds concrete expression; impalpable, yet real. The “imagined immigrant” walks alongside the real one in flesh and rags.

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Fairleigh Dickinson University Press
313 pages
ISBN 9780838641989

Nuove Lettere: letteratura accademica e impegno militante

Uscita a Napoli nel 1990, fondata da Roberto Pasanisi, *Nuove Lettere* è una rivista internazionale di poesia e letteratura edita dall'Istituto Italiano di Cultura di Napoli (www.istitalianodicultura.org - ici@istitalianodicultura.org).

Nel n. 13, uscito questa estate, un Editoriale di Roberto Pasanisi, *Il deserto avanza*;

poesie di Giorgio Barberi Squarotti; Ioan Dumitru Denciu; Renato Minore; Roberto Pasanisi; Cesare Maria Domenico Ranieri; Halina Poswiatowska; racconti di Enrico Bagnato, *Il signor Ieshja*; Gianni Bartocci, *Il San martino di Giotto*; saggi di Steven Carter, *The two infinities*; Alessandro Lattanzio, *Il corpo conoscitivo. Riflessioni sul modernismo del romanzo* Corporale di Paolo Volponi; Fabio Moliterni, *Visioni dantesche nella poesia italiana del secondo Novecento*; recensioni e notizie.

La Redazione è composta da Constantin Frosin (Università “Danubius”, Galati; scrittore), Antonio Illiano (University of North Carolina at Chapel Hill), Roberto Pasanisi (Università Statale per le Relazioni Internazionali MGIMO, Mosca; direttore, Istituto Italiano di Cultura di Napoli; scrittore), Mario Susko (State University of New York, Nassau; scrittore), Násos Vaghenás (Università di Atene; scrittore) e Nguyen Van Hoan (Università di Hanoi). Ne hanno fatto parte dall’inizio fino alla prematura scomparsa gli scrittori Dario Bellezza, Franco Fortini (Università di Siena) e Giorgio Saviane.

Nuove Lettere, stampata in un’alta tiratura distribuita in tutto il mondo, è in costante crescita e si è ormai affermata come una delle riviste più prestigiose del suo specifico settore. Essa, divisa in cinque sezioni (*Poesia, Narrativa, Saggistica, Recensioni e Notizie*), è nata per colmare un vuoto: attestandosi intrepida sull’“area di confine” fra ‘cultura accademica’ e ‘cultura degli artisti’, mira a costituire una sorta di *trait d’union* fra ‘riviste accademiche’ e ‘riviste militanti’, tra le quali esiste, com’è noto, una troppo rigida separazione. Essa si richiama programmaticamente, attraverso il suo nome, alla celebre rivista ellenica “*Tà néa grámmata*”, che segnò, non molti anni addietro, il rinnovamento e la rinascita della letteratura neo-greca del Novecento, lanciando alcuni fra i maggiori poeti ellenici del secolo. *Nuove Lettere* intende infatti dare spazio, accanto a nomi ormai istituzionalizzati del panorama letterario

contemporaneo, anche a nuovi scrittori che, pur dotati di sicuro talento, risultino ancora ignoti, o per la giovane età o perché al di fuori dell’*establishment* culturale.

Se da una parte le Università, troppo spesso divenute luoghi di potere burocratico e politico, sono andate progressivamente smarrendo il loro ruolo istituzionale di fulcro dell’elaborazione culturale e della riflessione sull’arte; se dall’altra gli ‘intellettuali militanti’ si sono lasciati colpevolmente addomesticare dal potere all’ombra rassicurante del Grande Fratello mediologico, *Nuove Lettere* — convinta della funzione salvifica dell’arte, autentica ‘ultima spiaggia’ dell’umanità — non intende dimenticare la pasoliniana funzione di critica al sistema ed alle sue istituzioni (specialmente se questo è, come il nostro, fatiscente e corrotto): la *Weltanschauung* della rivista è dunque vicina, dal punto di vista filosofico, a quella della Scuola di Francoforte.

Nuove Lettere è stata presentata nel 1991 al Circolo della Stampa di Napoli, a cura dell’Istituto Italiano per gli Studi Filosofici, da Giorgio Barberi Squarotti, Alberto Mario Moriconi e Roberto Pasanisi.

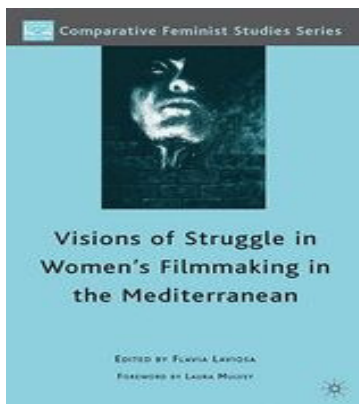
Adriana Rivolta



Visions of Struggle in Women's Filmmaking in the Mediterranean

Edited by Flavia Laviosa
Wellesley College
Preface by Laura Mulvey

Focusing on countries in the Mediterranean rim, as the unifying geo-cultural location for a contemporary discussion on women's human, civil and social rights, this book elaborates a trans-cultural definition of being a woman in struggle. This provocative collection situates feminist arguments on questions of women's identity, roles, psychology and sexuality. Such issues are examined through the films of women directors from Mediterranean countries, whose cinema is relevant to the discourse of women's studies. Although their methodologies are diverse, these artists are united in their use of cinema as a means of intervention, taking on the role as outspoken and leading advocates for women's problems. Their cinematic art reproduces and structures the discourses of realism, recreating prototypical characters and figurations and magnifying the complex and unambiguous truths about women's political, class, war and gender struggles. Contributors examine representations of women's unresolved issues and violated rights in films that are expressions of cultural challenges and socio-political commitment for Mediterranean women's collective experience of struggle.



Palgrave MacMillan 2010

Italia: Civiltà e Cultura By Paola Lorenzi and Luisetta Chomel



"Italia: Civiltà e Cultura provides a fine supplement to any Italian language and culture course, as it covers Italian geography, history, literature, art, cinema, and culture in an appropriate and succinct manner. It should become very popular among North American Italian language instructors."—Peter Bondanella, Distinguished Professor Emeritus of Comparative Literature, Film Studies, and Italian; Indiana University

Italia: Civiltà e Cultura offers a comprehensive description of historical and cultural development on the Italian peninsula. This project was developed to provide students and professors with a flexible and easy-to-read reference book about Italian civilization and cultural studies, also appropriate for cinema and Italian literature classes. This text is intended for students pursuing a minor or a major in Italian studies and serves as an important learning tool with its all-inclusive vision of Italy. Each chapter includes thematic itineraries to promote active class discussion and textual comprehension check-questions to guide students through the reading and understanding of the subject matter.

Paola Lorenzi is Assistant Professor of Italian and Director of the Italian Language Program at Pepperdine University where she successfully established a minor and Bachelor of Arts in Italian Studies. A native of Italy, she received her Laurea in Foreign Languages and Literature from the University of Florence. She also attended Art Center College of Design in Pasadena, California for post-graduate studies in art, design and photography. In 2007 the Italian government honored her with the distinguished title of "Cavaliere della Repubblica Italiana". Her translations of various works have been published in journals of Italian studies.

Luisetta Elia Chomel is Professor of Italian Emerita at the University of Houston where she was the director of the Program of Italian Studies. During her thirty years on the faculty of the University, her activity was directed toward the expansion of the program of Italian, as well as research. She introduced a number of new courses and, in 1992, established a Bachelor Degree in Italian Studies. Dr. Chomel is the author of a book on D'Annunzio's theater and numerous articles on Italian literature, theater, and cinema.

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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, 2010, for inclusion in the Spring issue.

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