



## Newsletter

American Association of Teachers of Italian

Spring 2008

<http://www.aati-online.org>

### Messaggio del Presidente

Cari colleghi:

I am delighted and honored to write to you as your new president for the next two years, 2008-2009. We have much to look forward to; an exciting period awaits us, to be sure.

This year, we are co-hosting a wonderful conference in Giardini Naxos, neighboring town of Taormina, Sicily, with the American Association of Italian Studies. This is our second time collaborating, and we are confident of a most successful conference, similar to our conference in Genova. Indeed, as I write, there are more than 400 people scheduled to present papers at the conference. Furthermore, we have some wonderful accommodations in the Hotel Russott, situated nicely on the Sicilian beachfront. Special guests and special sessions scheduled; we should have a most exciting and stimulating intellectual experience.

We also have some challenges ahead. In February, the AATI officers met for an array of reasons. One was to coordinate better the May conference; a good part of the morning was spent with two officers of the AAIS to organize the program more efficiently. In addition, we spent some valuable time discussing other issues concerning the general relationship between the two organizations. We look forward to continued conversations on these matters; while two Italian Studies organizations exist, and many of us are members of both, we need to make sure that we work in tandem and support those issues that concern us all.

One issue of importance to us all, college/university professors and high school teachers alike, is the Advanced Placement Exam in Italian. My comments that follow are the results of a meeting that took place on January 14, 2008, between administrative members of the College Board and the following: Matilda Raffa Cuomo, Former First Lady of the New York State and AP Italian Committee leader; 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; Margaret Cuomo, AP Italian committee; and myself as president of AATI.

To date, there have been two administrations of the exam. In 2006 there were 1,597; in 2007 there were 1,642; and for 2008 the College Board projects 1,788. There is growth, and one would normally applaud such progress. The problem is that the College Board agreed to create the AP Exam in Italian because, back when negotiations were being conducted, it was expected that there would be approximately 500 schools and 10,000 students involved in the exam. Clearly, we are well under the estimate. Higher numbers are necessary to assure that the exam, according to the College Board, not operate at a financial loss. There are fewer than 200 high schools nationwide that offer AP Italian courses and whose students take the exam. We are, therefore, significantly lacking in the original expectations. Regardless, the College Board did commit to continuing the exam, even at a loss, but with the understanding that the number of students would have to grow and/or financial support would have to be forthcoming.

What can be done about this? As it stands, the Board of Directors may decide to suspend the AP Exam in Italian if the number of students taking the exam does not markedly increase and/or, in addition, funds are not raised to help make up the loss in revenues. Let

*(cont. on p. 3)*



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me also underscore, at this juncture, as I stated above, that the College Board does indeed realize that it would be close to impossible to raise the number of students to 10,000 anytime soon. They are also aware that we would not be able to raise all the funds necessary to make up the deficit. But a significant contribution of funds needs to be raised, so that AP Italian remain involved even though the College Board would continue to lose close to \$500,000 per year.

The upshot is that all of us, together, need to do all we can to increase the number of students taking the AP Italian course and exam. There is no question that if there are more students who aspire to take the AP Italian course in high school, there will be more students populating more advanced courses in colleges and universities. This is simple math. Let me also underscore something that Dr. Cuomo points out in her letter included herein; that a student may indeed take the AP exam in Italian without having participated in the course. Rightfully, as she states, "this opportunity will be most attractive to native Italian and heritage speakers, as well as those American students studying Italian independently." Most recently, I asked Professors Elvira DiFabio and Paolo Giordano to co-chair an AP Italian committee that would work on AP Italian in its many facets; they have agreed. They are members of a College Board AP Italian Commission that consists of college and high school teachers.

Another issue we officers have been concerned with is the regularization of the annual conference. Over the years, the AATI has held its conferences in various venues; at times with the ACTFL, at other times on college and university campuses, and, most recently, with the National Italian American Foundation's (NIAF) annual gala weekend. It has proven increasingly difficult to find someone to host the conference on a college/university campus for various reasons. Our respective institutions have made numerous cuts in their budgets, so that

the funding of such activities has fallen by the wayside at many colleges and universities. Second, the value of recognition of such work has also waned, unfortunately, on many campuses, which makes it more difficult for our colleagues to engage in such activity. During our meeting in 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. However, on those off years when we meet with the NIAF, we will still maintain a presence at the ACTFL, as we have done these past three years, averaging anywhere from 60-80 presenters. The benefits are significant, and they seem to outweigh any negatives.

The AP issue speaks to yet another topic we addressed. We surely need to create a more direct channel of communication between the AATI and the high school teachers. As vice president, I was offered numerous opinions on this topic. One thing many people agree on, and here I also include the current and past officers, is that a regular committee should be set up that is dedicated to improving communication. I believe we can accomplish this in two ways: (1) enfranchise the regional representatives so that they become more proactive in this regard; (2) create a more active and regular relationship between the AATI national and the local chapters throughout the United States. The seeming disconnect, real or imagined, needs to be addressed.

As I close this somewhat long missive, let me ask you all to rethink the issues I have discussed above. I urge you to contact your regional representatives for more dialogue on how these issues relate to you locally and what can be done to better respond to the various challenges that face us. Again, first and foremost on our list are increasing the number of the AP courses and students taking the AP Italian exam. Much work has been done to get the AP Italian Exam and courses set up

and running. Many national organizations and individuals came forward to give assistance. The AP Italian program can be, indeed it should be, the one *major* academic and cultural issue that is of extreme importance to all of us. It should leave an indelible imprint on the teaching of Italian in the US. It is a *basic, bare bones issue* around which we teachers of Italian at all levels in the United States can and must rally; I include in these two groups not just we professionals but, to be sure, the entire Italian/American (read also, Italian and non-Italian) community nationwide.



## AP READING 2008

The AP® Italian Reading will take place at the Kentucky Exposition Center in Louisville, Kentucky, from June 5 to June 11, 2008.

## ERRATA CORRIGE

Vorrei segnalarvi un errore nella compilazione della lista dei partecipanti (Readers) allo scorso AP Italian Language and Culture Exam, a pagina 7 della Newsletter Fall 2007. L'ultimo nominativo, Daniel Turello, non è corretto. Dovrebbe essere invece Demetrio S. Yocum.

## AATI DISTINGUISHED SERVICE AWARD 2007

On behalf of the AATI Awards Committee (Christopher Kleinhenz, Maria G. Wilmeth, and myself), I am pleased to announce that Professor Nicolas J. Perella has been selected as the recipient of the AATI Distinguished Service Award for 2007.

Prof. Perella is Professor Emeritus of Italian Studies at the University of California, Berkeley, where he taught from 1957 to 1993. Born in Boston, he received a B.A. in French (1952) from Suffolk University, an M.A. (1954) and a Ph.D. (1957) in Romance Languages and Literature from Harvard University.

Prof. Perella has published extensively. His major publications include the books *The Kiss Sacred and Profane* (University of California Press, 1969), *Night and the Sublime in Giacomo Leopardi* (University of California Press, 1970), *The Critical Fortune of Battista Guarini's Pastor fido* (Florence: Olschki, 1973), and *Midday in Italian Literature* (Princeton University Press, 1979). His translations include *The Adventures of Pinocchio: Story of a Puppet* by Carlo Collodi (University of California Press, 1986), *Man of Smoke* by Aldo Palazzeschi, with Ruggero Stefanini (Italica Press, 1992), *A Tournament of Misfits*, also by Palazzeschi (University of Toronto Press, 2005), and *Phyllis of Scyros* by Guidubaldo Bonarelli (Italica Press, 2007). He is also the co-editor of three collections of essays. His numerous articles range widely from Boccaccio to Seicento pastoral drama, from Leopardi to Giuseppe Ungaretti. He has contributed many entries to reference works such as the *New Catholic Encyclopedia of America*, the *Encyclopedia of World Literature in the 20th Century*, the *Dictionary of Literary Biography*, and the *Dictionary of Italian Literature*. Prof. Perella's scholarship has been recognized both within his university and by outside grants and honors. He was the recipient of the University of California Humanities Research Fellowship (1969, 1978) and an American Philosophical Society Award (1960), and held a John Simon

Guggenheim Memorial Fellowship (1966). In 1980 he was honored with the MLA Howard Marraro Prize for his *Midday in Italian Literature* monograph and in 1990 with the American Association of Italian Scholars' Best Article Award for his essay on *Pinocchio*. I'd like to quote from the testimonials on the quality of his scholarship of some of his supporters: "I suoi studi su Leopardi e sulla tradizione pastorale gli hanno guadagnato un posto di rilievo nell'italianistica internazionale. Particolarmente importanti, e molto apprezzati anche al di fuori della ristretta cerchia degli italianisti, e veri e propri contributi di comparatistica, sono stati i suoi studi di critica tematica sul bacio sacro e profano nel mondo classico e in quello moderno e sull'inedita e l'oppressione dell'ora meridiana nella letteratura italiana." A distinguished former colleague states: "Le sue analisi di poesie leopardiane sono un modello di critica stilistica, in cui la finezza dell'auscultazione e la precisa collocazione del testo in una vasta tradizione letteraria si danno la mano ai fini di una precisa comprensione della poesia, e direi della 'voce' del grande recanatese." Here are some samples of comments by supporters on Perella's critically acclaimed translations: "La traduzione è un modo diverso di fare filologia e di interpretare i testi (si legga, ad esempio, la premessa alla traduzione di *Pinocchio* per trovare un saggio di grande valore teorico sull'operazione del tradurre), e ha anche il merito grandissimo di divulgare tesori della letteratura italiana in un modo che nessun corso o saggio riesce a uguagliare." "L'eccellenza di Perella come traduttore, specialmente dall'Italiano, che ha pochi riscontri in America (vengono in mente i nomi William Weaver, e pochi altri traduttori professionisti), è evidente anche nelle sue versioni di autori difficili come Palazzeschi e Collodi, e specialmente nel suo *Pinocchio* inglese, accompagnato tra l'altro da un denso e illuminante saggio introduttivo."

Prof. Perella is known as a superb teacher. He has directed a number of dissertations and has been an essential guide to a

number of graduate students, many of whom have had distinguished careers of their own. And it is also in this role of teacher and a mentor of future scholars and teachers of Italian that he has made an enduring contribution. The words of the editors of a 1994 *festshrift*, dedicated to him by a group of former students on the occasion of his formal retirement, capture most effectively the *persona* of the teacher and mentor: "Perella approached his students, whether neophytes or seasoned scholars, with equal care and respect. In personal conferences they felt his regard and interest in their well-being, his belief in their potential, his encouragement in times of struggle, and the genuine warmth of his congratulations at their success." It is with a similar approach that Perella taught undergraduate students. In the words of another illuminating testimonial: "Along with my recollection of some enjoyable moments in his classroom, I recall as well the informative and entertaining supplementary lectures on Italian culture and literature he delivered regularly to the students in the lower-level languages classes we graduate students taught. Out of those lectures there emerged not only a representation of his solid erudition but also of his amicable and cordial personality and his concern for students."

During his productive career, Prof. Perella has managed to fit his publishing and teaching around an active involvement in his Department, the University of California at Berkeley, and the profession at large. He has given extensive service to his university including serving as chairperson of the Italian Department from 1968 to 1973 and again from 1980 to 1984, and as member of a number of advisory committees at the College and University levels. He has served on the Council of International Education (Fulbright Awards in the Area of Romance Languages and Literatures) and the Harvard University Committee to Review the Department of Romance Languages and Literatures. A member of the AATI since the late 1950s, he has served on the Nomination Committee and the Award Committee in

the 1980s, and continues to serve on the Editorial Board of *Italica*.

In summary, over his long career, Prof. Perella has given generously of his time, knowledge, and expertise for the betterment and enrichment of our profession. For his outstanding merits as a scholar, teacher, and academic leader, he most assuredly deserves this special recognition of the American Association of Teachers of Italian.

Albert N. Mancini

## CONCORDIA LANGUAGE VILLAGE JOB OPPORTUNITIES

Interested in a summer work opportunity to use and enrich your language, culture and teaching skills? We hire credentialed Italian language teachers for intensive summer language programs.

Since 1961, Concordia Language Villages has boldly and optimistically pursued a vision of peace and understanding by educating young people in the languages and cultures of our world. We offer language and culture immersion programs in 15 languages for young people (ages 7 to 18) and employment opportunities for teachers, non-teachers and practicing professionals, as well as undergraduate, graduate and international students.

For more information and to apply online go to:  
[www.ConcordiaLanguageVillages.org](http://www.ConcordiaLanguageVillages.org)  
 and click on employment. For questions, e-mail [LVsummer@cord.edu](mailto:LVsummer@cord.edu).

**AAIS | AATI**  
 Convention in Taormina, Italy  
 May 22 - 25, 2008

## OPEN LETTER FROM MARGARET I. CUOMO

After many years of effort to establish the Advanced Placement Program in Italian, the College Board finally agreed to create this program and examination, in 2004.

Through the leadership of my mother, Matilda Raffa Cuomo, and myself, Margaret I. Cuomo, we approached the College Board together with representatives of the Italian government, NIAF, OSIA, UNICO, and the AATI, in the form of the AP Committee to establish the AP Program in Italian.

After many months of difficult discussions, the College Board accepted the proposal of the Committee to Establish the AP Program in Italian. Afterward, a panel of highly respected, outstanding teachers of Italian from across the USA was chosen to actually produce the AP course and examination. The AP Italian course and examination were first offered in 2005.

Now, in 2008, the College Board has informed us that student participation in the AP Italian Language and Culture Course and the number of students taking the AP examination have not met expectations. The number of courses being offered in the schools is also not at anticipated levels. In addition, many AP Italian summer workshops have cancelled because teachers are not enrolling in them.

Although enrollment in these workshops is not required to teach AP Italian, it significantly increases teacher knowledge of the course and provides strategies for helping students to be successful in their studies and subsequent exam.

*Unless there is a significant increase in the number of students taking AP Italian and the AP Italian exam, the Italian AP program and examination will cease to exist!*

This is not an idle threat on the part of the College Board. Please encourage more students to enroll for and take the AP Italian examination. *Please note that a student may take the AP Italian exam without having participated in the course. This opportunity will be most attractive to native Italian and heritage speakers, as well as those American students studying Italian independently.*

*Without the cooperation of the AATI, the AP course and examination that we have all struggled to establish - will no longer be available!*

If this happens, it will be a disgrace for the AATI, and for the Italian-American community in general.

**PLEASE HELP TO PROMOTE AND SUPPORT THE AP ITALIAN COURSE AND EXAMINATION!**

With gratitude,  
 Margaret I. Cuomo, M.D.



## Midwest

The Italian program at Indiana University-Bloomington is delighted to announce that three new Italian faculty members have joined or will soon join the Department of French and Italian. In August 2008, Colleen Ryan-Scheutz (Ph.D. Indiana University, 1997) joined the Department of French and Italian at the rank of Associate Professor and the title of Director of Italian Language Instruction. Colleen, who had served in the same capacity at the University of Notre Dame for many years, works on gender studies and twentieth-century literature, and has published a book on Pasolini (University of Toronto Press). She is also one of the most active and recognized scholars of Italian pedagogy in North America. She is currently at work on several projects which involve, at different levels, the teaching of Italian language, literature and culture, amongst them a book which she is co-editing on the teaching of Italian through theater, forthcoming from Yale University Press.

Next year, in January 2009, two other colleagues will join the Indiana University program: Antonio Vitti (Ph.D. University of Michigan, 1984), as a Professor of Italian Cinema; Alicia Vitti (DML, Middlebury College, 2005), as a Lecturer in Italian Language and Culture. Both Antonio and Alicia Vitti have taught for many years at Wake Forest University, where Antonio is Dana Fellow and Professor of Italian. Alicia, whose scholarly interests focus on second language acquisition, on performing arts and Mediterranean culture, will bring her broad expertise in undergraduate teaching. Antonio is currently the Director of the prestigious Italian Language School at Middlebury College. His books, editions and articles touch upon topics ranging from Neorealism to Comedy Italian Style; from migration issues within Italian culture to Italian American/Canadian writers; from post-WWII literature and culture to current trends in contemporary Italian

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cinema. He has written essays on film directors as diverse as De Sanctis, Rossellini, De Sica, Monicelli, Scola, Loy, Wertmüller, Amelio, Moretti, and Tornatore.

The Italian program at Indiana University, currently one of the largest in North America both in number of undergraduate as well as graduate students, will benefit tremendously from the presence of these three terrific colleagues who have joined and will join the other members of the Italian faculty: Marco Arnaudo, Assistant Professor, (Ph.D., Scuola Normale di Pisa, 2004; Harvard 2006), Italian Baroque, 18<sup>th</sup> Century, and popular fiction; Andrea Ciccarelli, Professor, (Ph.D. Columbia University, 1990), 19<sup>th</sup>-20<sup>th</sup> Century Italian literature, migration literature, literary criticism and theory; Massimo Scalabrini, Associate Professor, (Ph.D. Yale, 1998), Renaissance and Early Modern Italian literature and culture, comic tradition; H. Wayne Storey, Professor, (Ph.D. Columbia University, 1983), Medieval and Renaissance Italian and Latin literature, manuscript studies, material philology and textual criticism and editing.

## West

### PRESENTAZIONE DEL "SINGLE SUBJECT TEACHING CREDENTIAL PROGRAM IN ITALIAN" DI CSU LONG BEACH E SEMINARIO SULL'INSEGNAMENTO DELLA LINGUA ITALIANA PER BAMBINI

L'incontro, tenutosi il 9 febbraio presso la California State University, Long Beach con la partecipazione di 45 persone, ha abbracciato due momenti. Nella prima parte, il Prof. Jean Jacques Jura e la Prof.ssa Clorinda Donato hanno spiegato le procedure e i requisiti per ottenere le credentials in italiano a CSULB, all'interno del programma di abilitazione per insegnanti, che è stato di recente approvato da Sacramento. Anna Chiaratti, Direttrice dell'Ufficio Scolastico di Los Angeles, ha poi parlato del ruolo del governo italiano nella promozione dell'insegnamento dell'italiano nelle scuole pubbliche e private della circoscrizione consolare di Los Angeles. Nella seconda parte, dopo una sezione sui nuovi programmi della Fondazione Italia, illustrati da Elisabetta Engler, le insegnanti di FI (Pescatori, Vranicich, Minney, D'Agostaro e Oggiano) hanno presentato dei lavori sull'insegnamento dei corsi per bambini.



FOTO: Soci della Fondazione Italia, insegnanti d'italiano e rappresentanti del consolato.

**ITALIAN TEACHERS  
ASSOCIATION OF  
NEW YORK AND  
WESTCHESTER  
(ITA-AATI)**

**by Lucrezia Lindia**

La neve non ha certo ostacolato gli studenti di italiano provenienti da alcuni licei di New York che il primo marzo hanno partecipato alla High School Poetry Contest presso l'Hunter College. Hanno partecipato gli studenti della High School of Telecommunications Arts and Tech di Brooklyn, insegnante Julia J. Smith, gli studenti della Montfort Academy di Katonah, insegnanti Mara Persampieri e Maria Massimi, quelli di St. John's Prep di Astoria, insegnante Mr. D'Angelo, gli alunni di La Lycée Francais de New York, insegnante Sonia Rocca, La Eastchester High School del Westchester, insegnanti Lucrezia Lindia, Francesco Lindia e Lina Astarita, Eleanor Roosevelt High School e la Scuola d'Italia, G. Marconi di Manhattan, insegnanti Augusta Fleischer e Michael Prater.

Ha dato il benvenuto la professoressa Lucrezia Lindia, presidente dell'ITA-AATI di New York e Westchester che ha elogiato il coraggio di tutti gli studenti presenti i quali non si sono arresi alla nevicata della notte precedente, ma si sono recati al luogo assegnato per recitare con grande entusiasmo e d'insinvoltura le poesie scelte, al cospetto di un pubblico numeroso e appassionato che ha tributato applausi scroscianti.

Ha fatto le presentazioni la professoressa Rosalie Romano. La giuria composta da Maria Conte, Antonella De Gennaro, Elena



Staffoni e Giusi Callari, moglie del dirigente scolastico del consolato dott. Alfio Russo, ha fatto un ottimo lavoro perché la scelta non è stata facile con tanti studenti in concorso.

Il concorso prevedeva tre sezioni: categoria nativa, categoria non-nativa con poesia in lingua italiana e poesia in vernacolo. Si è concluso con la premiazione di medaglie d'oro, d'argento e di bronzo ai meritevoli.



**SUMMER 2008  
SCHOLARSHIPS  
AVAILABLE FOR ITALIAN  
LANGUAGE CAMP  
IN NEW JERSEY**

WASHINGTON, D.C.  
February 11, 2008

This summer, Lago del Bosco, the Italian Language Village of Concordia Language Villages, is opening a second location in Blairstown, N.J. The first 75 students to register for one week will receive a \$250 scholarship; those who register for two weeks will receive a \$500 scholarship from the National Italian American Foundation (NIAF).

Launched in July 2003, Lago del Bosco is the only Italian language and culture immersion camp in the United States. The culturally authentic camp helps young people learn about all aspects of Italian life, history and culture.

The New Jersey site offers a one-week Youth Exploration session from August

18-23, 2008, for children ages 7-11 at \$1,295, and a two-week Youth Immersion session from August 4-16, 2008, for ages 8-14 at \$2,685. Tuition includes instruction, food, housing and activities. No previous exposure to the Italian language is required.

Students, known as villagers, participate in language and cultural activities including mask making, paper marbling, soccer, theater, and film. Villagers speak Italian over breakfast, lunch and dinner and also learn about Italo-pop music, traditional Italian dances, regional specialties and how to play Italian games.

Concordia College has been educating young people in languages including French, German, Spanish and Russian since 1961. Experience-based learning is emphasized in every aspect of the curriculum. The educational objectives of Concordia Language Villages are reinforced through the living, learning, social and recreational dimensions of village life.

Through the National Italian American Foundation's (NIAF) grant program, the Foundation aided Concordia Language Villages in the creation and development of a curriculum for the camp and has awarded scholarships to young people to learn and expand their knowledge of Italian language and culture.

*Register now and receive a discount at Lago del Bosco*

For camp information visit: [www.lagodelbosco.com](http://www.lagodelbosco.com) or call 1-800-222-4750. For scholarship information, contact Molly Conti at [mconti@niaf.org](mailto:mconti@niaf.org) or call her at: (202) 939-3119.

NIAF is a non-profit organization based in Washington, D.C., dedicated to preserving the heritage of Italian Americans. Visit [www.niaf.org](http://www.niaf.org)

Contact: Elissa Ruffino (202) 939-3106 or [elissa@niaf.org](mailto:elissa@niaf.org)

## MORE ITALIAN CINEMA IN SAN DIEGO

di Clarissa Clò

After the success of Cinema Sud, the San Diego Italian Film Festival returns to the Museum of Photographic Arts (MoPA) in Balboa Park with monthly screenings promoting Italian culture to local schools, universities and communities. The 2008 season kicks off with a mini series of three recent movies entitled "Im/Maturità all'Italiana" reflecting on Italians' path from immaturity to maturity and their discontent. The films are *Dillo con parole mie* (Daniele Luchetti, 2003) February 14, *Agata e la tempesta* (Silvio Soldini, 2004), March 6, and *Luce dei miei occhi* (Giuseppe Piccioni, 2001) April 3. All screenings are at 7 pm. The films are introduced by Professors Clarissa Clò (San Diego State University) and Pasquale Verdicchio (University of California, San Diego) and followed by a discussion with the audience.

For more information about these events and the full Italian Film Festival and Gala in October 2008, please contact the Film Festival at SDItFF@gmail.com

## CLTA CONFERENCE

At the 2008 CLTA (California Language Teachers Association) to be held in Irvine (March 13-16), Italian will be represented by both teachers and Italian Consulate representatives. Adriana Benvenuto (Granada Hills Charter High School) will give two presentations on teaching techniques and learning instruments: "Let's Talk in Italian from Day 1" and "The Dictionary as Tool to Teach Autonomous Learning." In "Italiano: questo è il luogo, questo è il momento", Marco Salardi, Director of Education, Consulate General of Italy, will offer information on the support available for schools through the Italian government, while providing suggestions for the teaching of the Italian language, with particular reference to the RAI resources. For more information, please see: [www.clta.net/conference](http://www.clta.net/conference)

## CESARE PAVESE (1908 –1950) INCONTRO PER LA CELEBRAZIONE DEL CENTENARIO DELLA NASCITA SAN FRANCISCO STATE UNIVERSITY

In celebration of the centenary of Cesare Pavese's birth, the Italian Program of San Francisco State University announces a conference on October 24-25, 2008.

Send abstracts by March 1, 2008, to:

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## CONTEST BETWEEN GRANADA HILLS HIGH SCHOOL AND VENICE HIGH SCHOOL

by Adriana Benvenuto

On Wednesday, February 27, 2008, an Italian contest was held at Granada Hills. Organized by two teachers, Adriana Benvenuto and Carolyn Willcox of Granada Hills and Venice High respectively (Los Angeles area). This two-hour contest was based on Italian geography, history, literature and food. The winners were the Granada Hills students, but everybody enjoyed a fun day speaking Italian with their peers and having an Italian lunch. Hopefully such events will be repeated regularly in the future.



## Study ITALIAN in FLORENCE!

From May 29-July 13, 2008 **George Mason University's Center for Global Education** offers you the choice of 2, 4, or 6 weeks of intensive language study this summer at the beautiful Centro Fiorenza, a founding member of the Association of Italian Language Schools. The program is open to the general public. **Visit us and apply online by April 4, 2008 here:**

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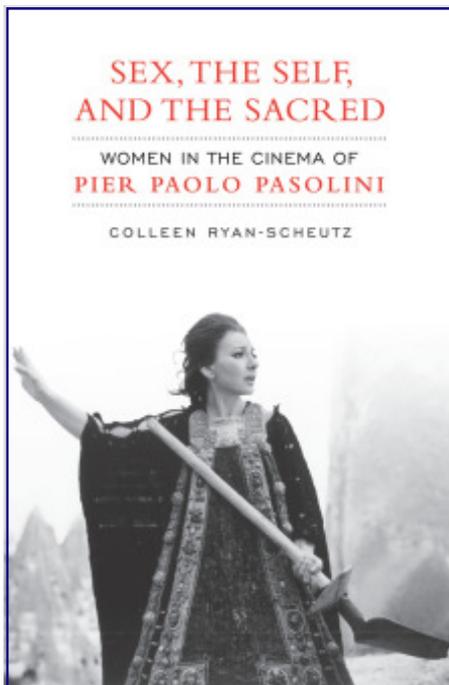


## PUBLICATIONS

### Sex, the Self, and the Sacred

by Colleen Ryan-Scheutz

No matter what their social status or occupation, no matter how degraded, hypocritical, or coerced their activities, Pasolini considered women – their actions and existential domains – an undying source of goodness both for himself, as individual and artist, and for the world around him. Attracted to life and emotionally invested in the hope of recovering genuine human relations, Pasolini used female figures and their modes of self-expression to articulate his personal longings, to express his political convictions, and to engage directly and metaphorically with the uncorrupted roots of Italian society.



“*Sex, the Self, and the Sacred* amounts to nothing less than a rethinking of Pier Paolo Pasolini’s entire corpus from a psychoanalytically informed feminist perspective. By focusing on female

characters as embodiments of primal origins, authenticity, and an epic-religious approach to representation, Colleen Ryan-Scheutz gives a gendered slant to Pasolini’s critique of today’s desecrated cultural landscape. This is an exhaustively researched, generously annotated, clearly written, and compelling book.”

Millicent Marcus, Department of Italian,  
Yale University

*Sex, the Self, and the Sacred*  
by Colleen Ryan-Scheutz  
University of Toronto Press  
ISBN 978-0-8020-9285-4

### CUORE

a cura di Lucrezia Lindia

I tre racconti qui selezionati – “Il piccolo scrivano fiorentino”, “L’infermiere di Tata” e “Sangue romagnolo” – sono tratti dal libro *Cuore* di Edmondo De Amicis. Il libro, a forma di diario scritto da un alunno di terza classe che descrive la vita scolastica, tratta di storie di piccoli eroi della piccola borghesia post-risorgimentale che portano con loro dei valori profondi come l’amore per i famigliari e gli infelici, l’onestà, l’altruismo, ecc. *Cuore* è di carattere socio-pedagogico poiché ci insegna il vero senso dell’amore e del rispetto verso gli altri. Lo scopo di questi tre racconti non è solo quello di insegnare agli studenti ad ascoltare, parlare, leggere e scrivere con chiarezza ed efficacia, ma è anche quello di preparare gli studenti all’esame AP [Advance Placement], senza togliere loro il piacere dell’apprendimento della lingua e cultura italiana. Quindi, *Cuore* servirà a stimolare ogni studente a dare il meglio di sé.

Allo scopo di rendere la lettura più piacevole e ridurre allo stesso tempo un certo numero di difficoltà linguistiche, abbiamo curato ogni racconto con note a

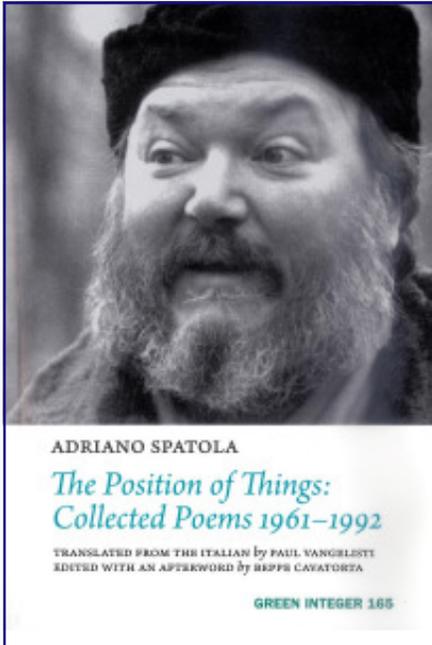


piè di pagina, mentre la spiegazione delle parole più difficili è stata posta al margine. Benché non sia stato sempre facile trovare un sinonimo esatto per ogni vocabolo, abbiamo cercato di precisare il meglio possibile in italiano il significato nel contesto rivolgendoci all’inglese solo quando un altro sinonimo o una circonlocuzione in italiano avrebbe presentato ulteriori difficoltà linguistiche.

Una serie di esercizi che verifica la comprensione della lettura è stata corroborata da un’altra serie di esercizi intesa a stimolare sia la conversazione che la discussione in classe per dare allo studente l’occasione di usare espressioni e vocaboli già imparati. Una terza serie si propone di introdurre l’elemento ludico, elemento che Anthony Mollica ha già proposto per l’apprendimento di una lingua in articoli pubblicati su riviste canadesi, statunitensi e italiane.

Un vocabolario alla fine del volume contiene tutti i vocaboli in italiano-inglese dei tre racconti. Il libro è accompagnato da un CD audio con la lettura dei tre racconti. Come noi sappiamo, questa è la prima volta che in questo continente viene.

## The Position of Things: Collected Poems 1961-1992 Adriano Spatola



One of the most important poets of the Italian neo-avantguard, Adriano Spatola and his poetic oeuvre has remained available in only small and often out of print editions both in Italian and English language translations, a situation which, as critic Beppe Cavatorta notes, resulted from Spatola's "uncompromising belief in his own poetic project and of being a true 'renaissance poet,' one extremely difficult to label: a visual poet, a sound poet, a concrete poet, a linear poet, editor of an innovative magazine, a refined critic and translator, organizer of historical poetry happenings... and founder of his 'republics of poetry.'"

Now, twenty years after Spatola's death, noted translator Paul Vangelisti has gathered all of Spatola's poetry—with the exception of the very first chapbook, in which his "impetus toward neo-avantgarde experimentation... had not yet been metabolized" — in one volume, rethinking and retranslating most of the previously published translations. This new Green Integer volume, collecting 67 of Spatola's poems as represented in seven of his

books and three previously uncollected works, brilliantly reveals not only the poet's great talent as a writer but his social sensibility, his aesthetic and political engagement in the surrounding world.

Translated from the Italian by Paul Vangelisti, edited with an Afterword by Beppe Cavatorta.

### *Con le armi della poesia. Antologia della poesia italiana contemporanea*

a cura di Ernesto L'Arab (ICI ONLUS) e Roberto Pasanisi (Università Statale per le Relazioni Internazionali MGIMO, Mosca) Prefazione di Sergio Givone (Università di Firenze). Postfazione di Roberto Pasanisi, Edizioni dell'Istituto Italiano di Cultura di Napoli (ICI Edizioni)



Dalla prefazione di Sergio Givone:

In un'antologia poetica si vorrebbe poter indicare il criterio di scelta, l'idea-guida, il senso dell'operazione compiuta. E se invece la forza e la novità della proposta consistessero nel fare spazio alla poesia indipendentemente da scuole, movimenti, correnti? Se la vera, la sola intenzione fosse il libero dispiegarsi di voci che si offrono all'ascolto al di là di qualsiasi appartenenza e di qualsiasi progetto? Direi che questo è il caso nostro.

Troviamo qui nomi di autori affermati, intellettuali prestigiosi, studiosi di fama, e nomi di esordienti, ma prima ancora nomi di poeti che attendono alla loro opera con discrezione e riserbo, lontani dalle ribalte, non preoccupati se non di corrispondere alle sollecitazioni della parola e al suo appello. È bello osservare quanto siano

diverse le strade che gli autori hanno percorso e quanto ampio il ventaglio delle possibilità espressive da loro sperimentate. Ciò vale per tutti. Vale per coloro che vantano una carriera di tutto rispetto nel mondo delle lettere, e vale anche per coloro che si affacciano per la prima volta ad esso. Fa onore sia agli uni sia agli altri aver accettato di comparire nello stesso volume senza distinzioni di sorta.

Ma vediamo per rapidissimi cenni come l'opera di tutti contribuisca a documentare tale ricchezza di prospettive. I versi di Giorgio Barberi Squarotti inducono a tenere fermo lo sguardo sui gesti essenziali della vita, cercando il mistero dell'origine nel cuore del tempo e addirittura ponendo la domanda su "come si debba fare perché inizi / finalmente la nascita del mondo". Per certi aspetti agli antipodi si collocano gli 'improvvisi' di Renato Minore. Qui non è la creaturalità a essere innalzata a cifra e a simbolo; al contrario, sono le grandi costruzioni simboliche ("le anime migravano / verso un punto certo / del gran vortice di luce") ad abbassarsi, a umiliarsi, tanto da esserci riconsegnate nella forma di una cantilena infantile che macina indifferentemente senso e non senso ("dove ogni dolorino / si fa tanto meschino / da entrare nel mirino / della gran trebbia / universale").

Invece Roberto Pasanisi sceglie la perfetta misura classica di un dire che il disincanto e un velo d'ironia esaltano facendola echeggiare di risonanze inedite: "Amarti è ricordarsi di un risveglio, / fiorire dell'inquieta dolcezza del tuo sguardo / che dalla soglia fra la vita e la morte / se ti volti sospeso mi sorride: 'Aspettami nell'eternità'...".

Vorremmo poter continuare. Ma di gran lunga preferibile è rinviare il lettore all'insieme dei testi raccolti nel volume. Senza imporgli alcuna conclusione e neppure pretendendo di offrirgli un filo rosso. Che non c'è, né ci può essere. Perché la poesia abita nell'aperto. Non sopporta schematizzazioni. E soprattutto, come dimostra questa antologia, è sorprendentemente viva, e stupisce, sconcerta, attende al varco.

## Great Italian Literature on Audio CDs (in Italian)

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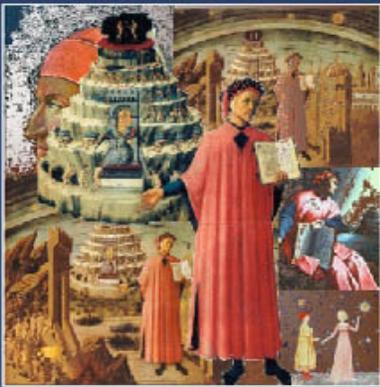
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Lettura interpretata da  
CLAUDIO CARINI

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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 September 15, 2008, for inclusion in the Fall issue.

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