



## Newsletter

American Association of Teachers of Italian

Spring 2009

[www.aati-online.org](http://www.aati-online.org)

### Messaggio del Presidente

Cari soci:

I am writing to you within thirteen months of when the College Board announced to a small group of us that it was considering canceling the Advanced Placement Program in Italian if external funding were not made available. As of this past January 6, 2009, the College Board announced on its website that it was indeed going to discontinue Italian along with three other exams (“*Four AP Courses and Exams Discontinued After the 2009 Administration*. 2008-09 will be the final year in which AP French Literature, AP Italian Language and Culture, AP Latin Literature, and AP Computer Science AB courses and exams will be offered.”). We now find ourselves at that juncture.

My remarks in this venue will not discuss the merits of what has happened to date, nor engage in any detailed examination of the minutiae involved. There will be ample time to do so in the near future in constructive conversations with all involved. Here, instead, we need to look within ourselves as Italian language teachers, parents, members of the Italian, Italian-American, and Italophile communities—those of us who, simply, love all things Italian! We need to be sure that we move forward and do everything we can in order to guarantee that an Advanced Placement Program in Italian not only survives but, indeed, thrives for decades to come. We have now all had some time to absorb the news that the College Board has definitively cancelled the Advanced Placement Program in Italian for the academic year 2009-2010. It is now incumbent upon the larger Italian, Italian-American, and Italophile communities (teaching and non) to take one step further, a giant one to be sure. We need to come together, assess what this past year has wrought in terms of the strategies adopted, hone those that have proved most beneficial, and develop further a new, more inclusive plan that will lead us to our end goals. Such strategies and goals should include, first and foremost:

- (1) Raising greater awareness of the AP Program within the larger Italian, Italian-American, and Italophile communities nationwide. As I write in mid-March, it is ever so clear that there is an awareness gap within our communities;
- (2) Working with our Italian-American legislators at all levels of government. This is where our elected officials need to step up to the plate, in a manner similar to what the New York state legislators have done for the past thirty years with regard to Italian-American studies and demographic issues within the City University of New York;
- (3) Conducting a fund-raising campaign that, in addition to the grass-roots campaign of this past year, includes direct contact, through expert-informative discussions concerning the world of Italian pedagogy and its various aspects, with the numerous individuals, foundations, and companies that hold a deep interest in Italian culture and language here in the United States and who are also in the financial position to assist in the cause.

Especially with regard to numbers 1 and 3 above, The Italian Embassy in Washington, DC and its numerous Consulates, Educational Offices, and Cultural Institutes throughout the United States can serve as sites for such encounters, as they constitute a ready-made national network. Together with AATI representatives, members of the various *Uffici Scolastici*, the various “enti gestori” (e.g., the IACE in New York with whom I collaborate), and those such as NIAF, OSIA, UNICO, ILF, ILICA, the network becomes, to a certain degree, fail-safe.

(con't. on p. 3)



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The future of the Advanced Placement Exam in Italian is now literally on the chopping block after only three years in existence. Now is the time for our greater Italian and Italian-American communities to be candid about the actual status of the Advanced Placement Program in Italian and move forward as an integral force. As I had indicated last year, the loss of this program places at a clear disadvantage those students who have opted for Italian over the so-called canonical languages: those languages that have more currency, we've been told, within the greater United States collective consciousness.

The College Board's recent decision to move forward with their original considerations of last April 2008, to discontinue AP in Italian, reiterates the message that Italian is indeed in a category different than French, German, and Spanish, as implicit as that message may be. While it is true that they have, in the words of their January 8, 2009 letter, "suspended" the AP in Italian for "the 2009-10 academic year," let us not gloss over the fact that their communiqué contains absolutely no guarantee that the Program will be reinstated even if, as they say, "the funding partnerships needed to support an AP Italian program arise." Their communiqué continues, in fact, by stating that the "Board of Trustees will *consider* renewing work to develop and offer the AP Italian course and exam" (emphasis added). We fully understand their use of the verb "consider"; like any commitment of this magnitude, they need to be cautious. We also fully understand that such caution on their part, in turn, only underscores the urgency for us to be sure that we do offer the best guarantee possible that will lead us to our overall mission of securing an Advanced Placement Program in Italian.

The upshot is that, by gathering together our respective professional talents and abilities, we all need to develop further strategies, as I mentioned above, that will lead us to our end goals. In order to expedite this process, as president of the AATI (similar, though on a smaller scale, to the April 19, 2008 meeting at the Calandra Institute), I shall urge administrative representatives of national associations of Italian Studies, of Italian-American Culture and Heritage (e.g., NIAF, OSIA, UNICO, ILICA, COPILAS, ILF), and the Italian Embassy in Washington, DC, to come together in the near future, and engage in those necessary preliminary talks we need to have before we move forward and develop, *una volta per tutte*, a plan for a national campaign that will achieve the goals described above.

All of this inevitably speaks to an overall commitment on the part of the Italian and Italian-American lay and professional communities with regard to Italian culture and its many facets. As many of us have stated *ad nauseam*, first and foremost is our language. If we do not know the language, we simply cannot access a greater part of that culture. Furthermore, for those of us who are children and grandchildren of those who spent weeks in steerage, a greater knowledge of Italian affords us greater knowledge to the *hows* and *whys* such immigration took place. Namely, we place ourselves in the advantageous position of being able to take possession of our own history and, in the end, enhance our own self-history.

As both an association and a teaching community, we are at a crossroads of sorts, to be sure. We have the highest enrollment numbers ever at both the K-12 and college levels. We also are in greater need of support, moral and financial, to ensure that the success of the last twenty years continues. Such support has numerous potential sources; we simply cannot look in one direction only. Thus, to be sure, this constitutes one of our newer challenges as Italian Americans: cultural philanthropy. To date, we have not fared well in this regard.

The Italian-American community, especially, must now, more than ever, step up to the plate and support grand projects dedicated to the imparting of knowledge of our history and culture; and here I have in mind entities such as centers, institutes, and/or museums. This brings us to other areas in dire need of cultural philanthropy: namely, the lack of Italian-American names on (a) college and university libraries, (b) colleges of arts and humanities, and (c) named professorships, just to name a few areas. I cannot underscore the humanities aspect of this message of mine because in very few places, indeed, do we find the names of our ethnic brethren associated with funding the arts, the humanities, named professorships, and Centers for Italian and/or Italian-American studies. For example, the funding of the Advanced Placement Program in Italian is as valid an investment as the various medical centers and business schools that carry Italian names.

Such philanthropy geared toward the support of Italian language and culture must be a group effort that results in constructive dialogue among more people and organizations, governmental and not, now more than ever before. We need to embark on this new journey in continued and congenial dialogue while eschewing any counterproductive politics of denigration and dismissal. As I said before in a message to the AATI list-serve, you have all worked assiduously and selflessly over the years in your efforts to maintain an excellence in teaching and research at all levels and in all areas of Italian studies. The fruits of such labors simply must be brought to harvest in the most expeditious of manners.

At the risk of repeating myself, I shall close this piece as I did with a blog last year on the portal *i-Italy.org*. Italian culture extends beyond the realm of fashion and food! In underscoring the significance of Italian cultural artifacts throughout the centuries, I point to France's Musée du Louvre, one of that country's most grandiose, prized possessions (one that is chock full of art from every corner of the world), which is ubiquitously represented by the icon of an Italian oil painting that measures 30 x 21 inches. *A big job for such a small painting!*

*Alla riscossa!*

*Anthony J. Schouten*

## 2008 AATI College Contest Winners

AATI is proud to announce the winners of the 2008 College Contest.

The Italian Essay winner is Jillian Leigh Schouten, a senior from Northwestern University under Professor Giulia Guidotti. The paper was written for her course 304 Modern Italian Cultural Studies: The Scene of the Crime in Italian Cinema. The title of Ms. Schouten's paper is: "Roma nu id acanorC ovvero: uno studio del tempo invertito e neorealista com'è visto in *Cronaca di un amore* di Michelangelo Antonioni: la sfida contro la cronologia e il rapporto causa-effetto."

The winner of the English Essay is Maria Iuppa, a senior at the University of Notre Dame du Lac under Professor John Welle. Her paper was written as a senior honors thesis. The title of her paper is: "Damsels and Tyrants: 'Social Impegno' in Pietro Germi's *Sedotta e abbandonata*."

Congratulations to both winners and many thanks to the selection committee: Giancarlo Lombardi (The College of Staten Island of CUNY), Colleen Ryan-Scheutz (Indiana University), Marisa Trubiano (Montclair State University).



Isola Bella - Taormina

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- HI 401 History of Sicily
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\*\*\* Taormina Film Fest Committee awarded distinguished *Patrocinio* for the 3 credit U.S. university course *Cinema of the Mediterranean Through the Italian Lens*. A pass to access all screenings; lectures by directors, screenwriters and actors, and festival events, including the opening night and award ceremonies. Earphones offer students synchronous translations of festival lectures.

## AATI Distinguished Teacher Award



**Bruna Petrarca Boyle**

The Distinguished Teacher Award for 2008 was presented to Bruna Petrarca Boyle at the 2008 ACTFL Conference in Orlando, Florida.

Bruna was born in Fornelli, Italy, in the region of Molise where she completed her elementary school education before moving to the United States in 1965. She holds a Bachelor's Degree and a Master's Degree from the University of Rhode Island in Secondary Education with a concentration in Italian, Spanish and French. She also received two Fulbright Scholarships for study at the Università Italiana per Stranieri di Perugia in Perugia, Italy.

Bruna is Director of the AATI National Italian High School Contest Examination, author of the Teacher's Guide for AP Italian, was a member of the Task Force Committee for the AP Italian Language and Culture Course, and is the author of four AP Workbooks and a reader, *Mi diverto con Gianluigi*.

She was the chairperson of the Foreign Language Department at Narragansett High School in Rhode Island where she taught Italian and Spanish for 31 years. The Rhode Island Foreign Language Association selected her as "Foreign Language Teacher of the Year" in 1993. She is now a lecturer in Italian at the University of Rhode Island.

In 2008, Bruna served as President of the Rhode Island Teachers of Italian and Regional Representative of AATI (American Association of Teachers of Italian). She also has organized and presented numerous pedagogical sessions at state and national conferences including the American Association of Teachers of Italian (AATI), American Council on the Teaching of Foreign Languages (ACTFL), Northeast Conference of Teachers of Foreign Languages (NECTFL), Rhode Island Foreign Language Association (RIFLA), and the Rhode Island Teachers of Italian (RITI).

## AATI College Essay Contest 2009

Si comunica il bando di concorso per il miglior saggio redatto da studenti undergraduate nei college e nelle università del Nord America. Vorremmo invitare tutti i colleghi a presentare i migliori saggi dei loro studenti perché vengano considerati per questo prestigioso riconoscimento.

- \* Gli argomenti dei saggi coprono questioni di lingua, letteratura, cinema e cultura italiana.
- \* I saggi possono essere sia in inglese che in italiano poiché verranno consegnati due premi distinti di \$500, uno per ciascuna lingua.
- \* I saggi, di 6-10 cartelle (doppia interlinea), devono essere composti durante l'anno accademico e devono essere consegnati elettronicamente entro il 1 giugno 2009 (in Word, "formato MLA).
- \* I saggi devono essere proposti direttamente da professori regolarmente iscritti all'AATI.
- \* I saggi devono essere accompagnati dal Cover Sheet ([www.aati-online.org/documents/high\\_school/cover\\_sheet.doc](http://www.aati-online.org/documents/high_school/cover_sheet.doc)).

I risultati del concorso verranno comunicati entro il 15 settembre 2009 e la premiazione avrà luogo al convegno annuale AATI @ ACTFL (San Diego, California, 20-22 novembre 2009)

Comitato di selezione: Giancarlo Lombardi (The College of Staten Island of CUNY), Colleen Ryan-Scheutz (Indiana University), Marisa Trubiano (Montclair State University).

Per ulteriori informazioni e eventuali proposte contattare Giancarlo Lombardi at [glombardi@gc.cuny.edu](mailto:glombardi@gc.cuny.edu)



## RE-INSTATING THE AP ITALIAN EXAM

By Ida L. Lanza

I am forwarding to you, the members of AATI, the letter that I sent to my southern California colleagues when the College Board announced the suspension of the AP exam for 2009-2010.

By now we have all received the sad news that the AP Italian exam has been suspended for the 2009-2010 academic year. We have all been working so diligently to get our AP numbers up, but as we have all read in the AP news release, and in Margaret Cuomo's letter to the Task Force leaders, the present economic recession has had a detrimental impact on the amount of both private and governmental assistance the Italian Language Foundation has received. I just have one thing to say: **NOW IS NOT THE TIME TO GIVE UP!!**

The letter has one important word in it "suspended" not "cancelled." **We have been given the gift of time:** time to rally

our troops, time to press for more funds from foundations, governments and the private sector, time to prepare more teachers to teach AP Italian, time to encourage more students to take Italian 4/5 or AP in 2011. We need to have a solid framework in place so that students who do not have Italian in school, but who know Italian can easily take the test. The seminar we had at UCLA should be repeated around the country in every state when the test returns (yes, I said **when** not if)!

In the up coming academic year we need to focus on the following objectives:

1. We need to work together to get an Internet version of the test so that the overhead costs for the exam are minimized. (Chinese and Japanese have relatively small numbers of test takers, yet their tests were not cancelled because their tests are already digitized.)

2. The monies that have been donated and will continue to be donated should be targeted towards this goal along with teacher preparation

3. Professional development for AP Italian teachers is extremely important and should continue full-force, because there were many schools that did not offer AP Italian either because their programs were too new or because the teachers did not feel up to the task of teaching an AP class. In other cases, AP could only be offered as a split class and I know from first-hand conversations with many teachers that they have refused to teach split classes.

4. Rather than rejecting split classes, we need to work together to create strategies and techniques for effectively teaching split classes.

5. As many Italian HS teachers as possible need to attend the ACTFL conference in November in San Diego, so we can work together to come up with more strategies for increasing the number of students who reach level 4/5 of Italian by senior year of HS.

Ida L. Lanza, Italian Instructor  
San Pedro High School, San Pedro, CA  
Head of the Italian Language Task Force for Southern California

## Semester Programs in Taormina, Sicily

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## Il Fiorino d'Oro awarded to Christopher Kleinhenz

Si è celebrato a Firenze il 120° anniversario dalla nascita del più prestigioso centro di studi su Dante, la Società Dantesca Italiana. Per l'occasione si sono tenute a Palazzo Vecchio il 20 e 21 novembre varie iniziative con i più importanti dantisti del mondo.

L'appuntamento è stato nel Salone dei Cinquecento: dopo i saluti del sindaco Leonardo Domenici e dell'assessore alla cultura Eugenio Giani è stato consegnato il Fiorino d'Oro ai professori Enrico Ghidetti (presidente della Società Dantesca), Christopher Kleinhenz, François Livi, Karlheinz Stierle, Winfried Wehle.

Christopher Kleinhenz (Professor Emeritus d'Italiano all'Università di Wisconsin-Madison) ha ricevuto il premio "Fiorino d'Oro," dato dalla Società Dantesca Italiana e dalla città di Firenze per aver dato un maggior contributo nello studio delle opere del poeta fiorentino nel mondo.

"La Dantesca oggi - ha spiegato Ghidetti, che ha presentato varie iniziative insieme all'assessore comunale alla cultura Eugenio Giani e al vicepresidente Giancarlo Garfagnini - non è solo un'accademia per studiosi ma anche una società che offre tante iniziative culturali rivolte a tutti. Ricordo, tra l'altro, una biblioteca di oltre 24 mila volumi, manoscritti e documenti su Dante, sul medioevo, la filologia e l'italianistica, aperta a tutti e consultabile anche online".



*Società Dantesca Italiana. From left to right: Kleinhenz, Enrico Ghidetti, President of the Società Dantesca Italiana, Eugenio Giani, Assessore alla Cultura of Florence.*

È possibile leggere l'intero articolo facendo una ricerca per "Kleinhenz" al sito [www.ilreporter.it](http://www.ilreporter.it).

## L'Istituto Italiano di Cultura di Napoli: cultura e civiltà

L'Istituto Italiano di Cultura di Napoli ([www.istitalianodicultura.org](http://www.istitalianodicultura.org); [ici@istitalianodicultura.org](mailto:ici@istitalianodicultura.org)) esiste dal 90, nella storica sede de "la Cittadella", ed è attualmente diretto da Roberto Pasanisi.

Sin dall'inizio, in tempi non ancora sospetti, l'Istituto ha concepito la cultura nel suo senso più ampio, vivificata cioè da profonde implicazioni civili e sociali. Esso, nel corso della sua attività, ha assunto sempre di più, accanto a quella primaria (letteraria e culturale), una funzione civile, di luogo di dibattito e di aggregazione di quella che oggi viene chiamata la 'società civile'; di laboratorio politico, nel senso etimologico del termine (*idest come 'scienza del cittadino'*), ma sempre *super partes* (anzi: *contra partes*).

L'Istituto è improntato ai criteri di un'autentica ed incondizionata democrazia e vicino, sul piano ideologico, alla Scuola filosofica di Francoforte (Adorno, Marcuse, Löwenthal, Fromm, Horkheimer).

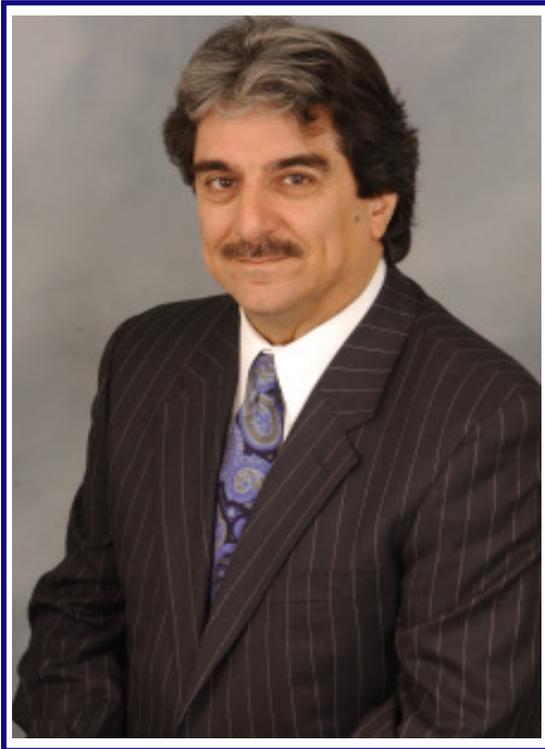
L'Istituto pubblica la rivista internazionale di poesia e letteratura "Nuove Lettere", la sua versione telematica "Nuove Lettere Elettroniche" (NLE) e, nell'ambito delle ICI Edizioni, cinque collane editoriali (poesia, narrativa e saggistica); organizza il Premio Internazionale di Poesia e Letteratura "Nuove Lettere" ed un Corso di Scrittura Creativa, in sede (CSC) ed A Distanza (LESC). Comprende tre settori: il **CISAT (Centro Italiano Studi Arte-Terapia)**

[www.centrostudiarterapia.org](http://www.centrostudiarterapia.org); [cisat@centrostudiarterapia.org](mailto:cisat@centrostudiarterapia.org)), che svolge attività di psicoterapia, di ricerca e di Formazione nel campo dell'Arte-Terapia e della psicologia in genere, anche A Distanza (FAD), ed organizza annualmente un Convegno interdisciplinare; il **Libero Istituto Universitario Per Stranieri "Francesco De Sanctis" (LIUPS)**, con Corsi anche A Distanza (LIUPS-AD); e la **Scuola di Politica "Guido Dorso"**, che pubblica la rivista telematica "Politiké". L'Istituto, talvolta in collaborazione con altri enti culturali, organizza per tutto il corso dell'anno, nell'ambito del proprio anno accademico, una continuativa ed altamente qualitativa attività culturale,

esplicantesi in una serie di convegni, conferenze, incontri, lezioni, presentazioni e tavole rotonde, su tematiche culturali e politiche.

Il *Comitato scientifico* dell'Istituto è composto da: Constantin Frosin (Lingua e Letteratura francese, Università "Danubius", Galati; scrittore), Antonio Illiano (emerito, Lingua e Letteratura italiana, University of North Carolina at Chapel Hill), Roberto Pasanisi (Lingua e Letteratura italiana, Università Statale per le Relazioni Internazionali MGIMO, Mosca; direttore, Istituto Italiano di Cultura di Napoli; direttore, "Nuove Lettere"; scrittore), Vittorio Pellegrino (neuropsichiatria emerito, già Direttore del Servizio d'Igiene Mentale, Università di Napoli "Federico II"), Mario Susko (Letteratura americana, State University of New York, Nassau; scrittore), Násos Vaghenás (Teoria e critica letteraria, Università di Atene; scrittore) e Nguyen Van Hoan (Letteratura italiana e Letteratura vietnamita, Università di Hanoi). Ne hanno fatto parte dall'inizio fino alla prematura scomparsa gli scrittori Dario Bellezza, Franco Fortini (già ordinario di Storia della critica all'Università di Siena) e Giorgio Saviane.

*Adriana Rivolta*



## ANTHONY TAMBURRI PRESIDENT

Born in Stamford, CT (1949) of Ciociaro and Faetano origins, ANTHONY JULIAN TAMBURRI is Dean of the John D. Calandra Italian American Institute and Professor of Italian and Comparative Literature. He is past president of the American Italian Historical Association and executive producer and host of *Italics*. The Italian-American TV Magazine. He has served as President of AATI since 2008.

Tamburri's degrees are from Southern Connecticut State University (BS, Italian & Spanish), Middlebury College (MA, Italian), University of California, Berkeley (Ph.D., Italian & Spanish). He has taught both Italian and Spanish at the high-school level; Italian language and literature at Smith, Middlebury, and Auburn; and Italian and Italian/American studies at Purdue, before moving to Florida Atlantic where he served first as Chair of Languages & Linguistics, Dean for Research, Graduate, and Interdisciplinary Studies, as well as Director of the Ph.D. Program in Comparative Studies.

Tamburri has published more than eighty articles and book chapters on Italian and Italian/American literature and film in journals such as *American Journal of Semiotics*, *Campi immaginabili*, *Esperienze letterarie*, *Italica*, *L'Asino d'oro*, *Riscontri*, and *Segni e comprensione*. His authored books, in turn, include: *Of Saltimbanchi and Incendiari: Aldo Palazzeschi and Avant-Gardism in Italy* (1990); *To Hyphenate or not to Hyphenate: the Italian/American Writer: Or, An "Other" American?* (1991); *Per una lettura retrospettiva. Prose giovanili di Aldo Palazzeschi* (1994); *A Reconsideration of Aldo Palazzeschi's Poetry (1905-1974): Revisiting the "Saltimbanco"* (1998); *A Semiotic of Ethnicity: In (Re)cognition of the Italian/American Writer* (1998); *A Semiotic of Re-reading: Italo Calvino's "Snow Job"* (1999); *Italian/American Short Films & Videos: A Semiotic Reading*. (2002); *Semiotics of Re-reading: Guido Gozzano, Aldo Palazzeschi, and Italo Calvino* (2003; in Italy as *Una semiotica della ri-lettura: Guido Gozzano, Aldo Palazzeschi, e Italo Calvino* [2003]); *Narrare altrove: ovvero diverse segnalature letterarie* (2007); and *Una semiotica dell'eticità: nuove segnalature per la scrittura italiano/americana* (2009).

With Paolo A. Giordano and Fred L. Gardaphé he is contributing co-editor of *From The Margin: Writings in Italian Americana* (1991; 2<sup>nd</sup> edition, 2000) and co-founder of Bordighera Press, publisher of *Voices in Italian Americana*, *Italiana*, and two book series, *VIA FOLIOS* and *CROSSINGS*, as well as *THE BORDIGHERA POETRY PRIZE*. Other edited volumes include: with Giordano, *Beyond the Margin: Readings in Italian Americana* (1998); with Anna Camaiti Hostert, *Screening Ethnicity: Cinematographic Representations of Italian Americans in the United States* (2002; in Italy as *Scene italoamericane* [2002]).

## New York State

by Prof. Giuseppe Faustini  
Skidmore College

With more than 200 private and public state colleges and universities within the State of New York, the enrollments in Italian seem to be on the increase and numerous post-secondary institutions have established very active programs involving also the local Italian-American community. Among the several colleges and universities with very active and vital programs in Italian studies, we must acknowledge and recognize The State University of New York at Stony Brook under the masterful direction of Prof. Mario Mignone, Columbia University with its varied scholarly lectures at the Italian Academy, New York University and The Casa Zerillo-Marimò, and Queens College and its public cultural center at the Calandra Institute under the leadership of Prof. Anthony Tamburri. I would like to also single out a few programs where Italian has been increasing at a steady pace such as at Nazareth College of Rochester, under the capable direction of Prof. Maria Rosaria Alexander-Vitti, where they enroll more than 150 students per semester and have established study abroad programs in Firenze and at Pescara. In conjunction with their Italian program, Nazareth College enjoys a multitude of cultural activities sponsored by their Casa Italiana. At Syracuse University, the Italian Major and Minor are very strong and they service more than 200 students just in their first-year Italian course. After 41 years as a dedicated scholar and teacher, Professor Augustus Pallotta retired in December of 2008. As a scholar of modern Italian literature, Pallotta served as *Editor of Symposium: A Quarterly Journal in Modern Literatures*, and he recently published a voluminous study on *Alessandro Manzoni: A Critical Bibliography 1950-2000* (Pisa: Serra, 2008). Professor Stefano Giannini has joined the Syracuse faculty

## REGIONAL NEWS

and he also has recently published a study on Piero Chiara and Lucio Mastronardi: *La musa sotto i portici* (Pagliai Editore: Firenze, 2008).

Throughout New York state, Italian programs at colleges and university continue to prosper and expand their course offerings, particularly in Italian cinema and on women writers. At Colgate University, Professor Luca Caminati informs us that they now serve more than 80 students per semester, and they will soon offer a Minor in Italian. The Italian enrollments at Skidmore College continue to increase and, for several years, we have more than 230 students annually, taught by three full-time faculty members. Similar increases in Italian enrollments are taking place at colleges across this state, at Vassar, Marist, Bard, Ithaca, and at Cornell University, among others. At Buffalo State, more than 160 students study Italian each semester and they have established an active Amici d'Italia Club, which hosts a variety of cultural activities: i.e., Prof. Andrea Guiati's very popular Summer Italian Film Festival (*Cinema sotto le stelle*), under the sponsorship of the college and local businesses. More than 600 people are present at each film showing. This is an excellent way to bridge Italian Departments with the local community.

At the High School level, we often receive requests for teachers of Italian due to retirements or an expanding program. There are numerous Italian communities throughout the state, from Long Island to the capital district to Syracuse and the Rochester/Buffalo areas, but several school districts do not offer instruction in Italian. After extensive hard work by educators and business people, the Saratoga Springs High School now offers instruction in Italian. In addition to instruction in Italian at the secondary and post-secondary levels, there is constant request for teaching Italian for adults in evening and weekend classes. Colleagues and friends throughout the Empire state are somewhat pleased with the current state of Italian studies. Nevertheless,

there are Italian communities where Italian is still not taught, and there is always need for *aggiornamento* courses as well as scholarships for students to study Italian in colleges/universities and for attending programs in Italy. In conclusion, we too can say with *padre Dante* that we have reached the point where we can shout: "*a riveder le stelle.*"

## New Jersey Chapter of AATI Events of 2008-2009

by Cathy Vignale

The **Primo Incontro Workshop** was held on September 13, 2008, at Rutgers University in collaboration with the Department of Italian. The opening remarks were made by Dr. Elizabeth Leake, professor of Italian at Rutgers and by Cathy Vignale, President of ITANJ.

The morning session was presented by ITANJ member Rina Miraglia on **Italian through Invention: Science and Art – Leonardo da Vinci**. Participants received Profession Development Hours. The afternoon session was a presentation by Dr. Margaret Cuomo of the Italian Language Foundation, Inc. to kick off the *Rilancio dell'AP* for educators and advocates of the Italian language and the creation of the AP Italian Task Force for New Jersey. Task Force leaders and teams were formed. Other invited guests included Dr. Anthony Tamburri, AATI President and Dean of the Calandra Institute, Dr. Mary Ann Re director of the Coccia Institute, Dr. Alfio Russo of the Education Office of the Italian Consulate in New York City and Dr. Andrea Barbaria, of the then Vice Consulate which is now a full-fledged Italian Consulate in Newark, New Jersey.

For 2009, ITANJ has been awarded a \$1,000 grant from the **American Society of the Italian Legion of Merit (ASILM)** to continue its promotion of the Italian language and culture in the Garden State. The Chair of the Charities Board is the former Ambassador to Italy "Cav. di gran Croce" Peter F. Secchia.



For the past three years, ITANJ has co-sponsored a series of three very successful lectures at Caldwell College: **Focus on Sicily**. Participants received Professional Development Hours. The third lecture on January 24, 2009 was on the Sicilian Baroque: Lights and Shadows, by Gaetano Salemi, Ph.D. Dr. Salemi creates specialized tours of Sicily for clients such as NIAF.

ITANJ's ninth annual *Giorno del retaggio* is scheduled for Friday, April 3, 2009. This year's theme is la *Commedia dell'arte: le maschere e i loro dialetti*. This event will be held at Montclair State University in collaboration with the Coccia Institute for the Italian Experience in America and the AMICI Student Group. This is an opportunity for high school and middle school students of Italian to showcase what they have learned.

The third annual **Italian Essay Contest** is in progress with a \$500.00 prize for the winner. Only seniors in Levels IV, V, or AP Italian are eligible. The winner will be announced at the *Giorno del retaggio* on April 3, 2009.

There is also a Poetry Recitation in the works for the month of May.

The Borsa di Studio to the Università per Stranieri di Siena for a six-week intensive summer session for 2009 is also underway. High school Juniors and Seniors are eligible to participate and are selected on the bases of an essay, grades in Italian and overall grades. We hope to be able to send two students again this summer.

### ***Società' Onoraria Italiana*** **Annual Report 2007-2008**

The *Società Onoraria Italiana*, The National Honor Society for High School Students, is sponsored by the American Association of Teachers of Italian. The purpose of this program is to give recognition to achievements in Italian as well as to promote a greater understanding and appreciation of Italian culture and civilization.

During the school year 2007-2008, 3,078 high school students from 176 schools in 15 states across the country were accepted as members of the *Società Onoraria Italiana*.

### **Montclair State University** **Study Abroad**

The Italian Program at Montclair State University is pleased to announce its participation in a new study-abroad program in Florence, Italy, May 16 - June 27, 2009. The program, Montclair in Florence, will be run in conjunction with Arizona State University, making it possible to register for Italian language courses at various levels. Students from any university may apply for the program. Please announce this program to your students at all levels. Thank you.

David Del Principe  
(delprinciped@mail.montclair.edu)

The full program announcement and application packet can be found at [www.montclair.edu](http://www.montclair.edu), searching for "International Summer Institutes".

### **Italian American History** **Generates Awareness** **and Acceptance**

By Janice Therese Mancuso

The AATI website lists about 650 high schools in the United States with Italian language programs.\* In the Digest of Education Statistics, from the U.S. Department of Education, Table 96 shows 19,252 regular secondary schools (averaging 819 students per school) for 2005-2006 (latest data). Based on these figures, a little over 3 percent of secondary schools in the United States offer an Italian language program.

Table 95 of the Digest of Education Statistics, shows 65,163 regular elementary schools (averaging 479 students per school). Adding elementary and

secondary students totals almost 47 million children in regular public schools. The potential for these children to learn about Italian American history and gain an interest in Italian language and culture is enormous.

The lack of education in Italian American history in both elementary and secondary schools should be a major cause for concern. If children – Italian Americans and other nationalities – learn about Italian American history, they will have a better understanding and respect for Italian American heritage. Later, as adults, they'll be less likely to denigrate Italian Americans.

The best way to teach children about Italian American history is in school, and curriculum can be developed so children may use a variety of multimedia learning tools. Thirty-One Days of Italians, an easily navigated website, provides numerous resources for students interested in learning about Italian American history. Teachers will find ideas for lesson plans that correlate to grades and time periods in history. For more information visit <http://home.earthlink.net/~31italians/> or contact Janice at [31italians@earthlink.net](mailto:31italians@earthlink.net).

\*(The list on the AATI website is not complete at all.)

### **New Faculty Member at** **Arizona State University** **School of International Letters and** **Cultures**

Siamo lieti di annunciare che dall'agosto passato la facoltà d'italiano è stata incrementata e rafforzata dall'arrivo del collega Michelangelo Picone che si è trasferito qui dall'Università di Zurigo.

*Pier Raimondo Baldini*

## News from ITA-AATI

by Lucrezia Lindia

This year staff development for teachers in our area focused on setting standards as an important component between raising academic standards and student assessment. In addition, with the generous help of the American Association of Teachers of Italian (AATI), The Italian American Committee on Education (IACE), The Italian Language Foundation, Inc. (ILF), and The Education Office of the Consulate General of Italy, we organized several workshops at the New York City Consulate with the intent of saving the AP Italian exam. We are deeply appreciative of all who contributed. The following workshops were held:

1. September 20, 2008. A general overview was presented to the AP Task Force Volunteers;
2. November 15, 2008. Bruna Boyle, Irene Marchegiani, Samuel Ghelli, and Vito Recchia gave substantive presentations including practical suggestions for preparing students for the AP exam;
3. December 3, 2008. Lucrezia Lindia, Vito Recchia and Josephine Maietta shared with all Principals and Foreign Language Supervisors of the New York City Public Schools their classroom experiences on how to launch a new Italian program in their schools; and
4. January 10, 2009. La Guardia High School, held a workshop focused on "Technology in the Italian Language Classroom".

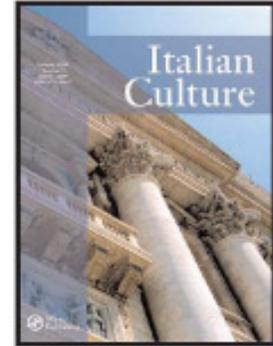
Despite the fact that the Italian AP Exam will be discontinued for 2010, we've made excellent progress in developing our teaching skills, heightening awareness about Italian language and culture, and growing the number of students studying *la bella lingua*. We will continue to promote our language and culture in our schools and in our communities. We also know that the major building block behind this task is our teachers. Therefore, we will continue to create a coordinated program of teacher professional development and seek to obtain funding for staff development. Nothing can happen without the full involvement of the teacher. They are the "unsung heroes."

For them: *sempre avanti!*

# Italian Culture

Journal of the American Association for Italian Studies

*Italian Culture* is a fully-refereed interdisciplinary journal reflecting the broad and diverse interests of members of the American Association for Italian Studies. Featuring scholarly articles in English and Italian in areas such as linguistics, history, politics and cultural studies, since 2003 *Italian Culture* has also run the gamut of Italian literature from 'the Origins' through the Renaissance and Vico, to queer studies, feminist writing, ekphrasis, and postcolonial women's writing. *Italian Culture* increases to two issues per year in 2009.



### KEY ARTICLES

- Pasolini celebrato o tradito? Carla Benedetti
- Forgetting Fascism: Memory, History, and the Literary Text in Umberto Eco's *La misteriosa fiamma della regina Loana*, Natasha V Chang
- Images of Animal Predation in Giacomo Leopardi's *Dialogo della Natura e di un Islandese*, Stefan Pedatella
- Notes on the Presence of Boccaccio in Cristoforo Landino's *Comento sopra la Comedia di Danthe Alighieri*, Simon A Gilson
- Queer Casanova: Subversive Sexuality and the (Dis)embodied Subject in *History of My Life*, Ted Emery
- Vico e l'eroismo modern, Massimo Lollini

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Please visit [www.aausc.org](http://www.aausc.org) now and become a member. The AAUSC sponsors sessions applicable to Italian program coordination at all AATI, AAAL, and MLA conferences.



## News from California

Spring 2009

by Adriana Benvenuto

California has enjoyed a recent wave of initiatives including teacher credentialing, presentations at conferences for foreign language teachers, the formation of an AP Italian task force and other cultural events.

Initiated by Prof. Teresa Fiore and Prof. Clorinda Donato among others, California State University Long Beach has launched an Italian teacher credential program which includes opportunities for online classes. Teachers who are not in Southern California can also complete required credits online to earn a teaching credential in Italian.

For the first time in at least six years, teachers of Italian in California united to present six sessions and workshops at CLTA in Sacramento. A wide range of topics was shared and teachers of Italian left Sacramento with a full bag of resources to apply immediately in their Italian classes. It is very encouraging to see teachers sharing their common practices and learning from one another. I am proud to say that this high number of presentations in Italian is the result of one-to-one dialogue to motivate others to present. This helps to keep the Italian language and culture alive and to fight some stereotypes about Italian culture. It is hoped that every teacher who attended CLTA will present next year to keep our community growing.

Even though Italian programs in high school are saddened by College Board's decision to discontinue the AP Italian Program, efforts are still being made to expand Italian programs at the high school level. Schools like Granada Hills Charter High School have proposed an Italian Four Honors class to those students who were planning to take AP Italian. That will be added to a program that already has levels one to three honors and regular courses. Teachers who wish to write proposals for honors classes and may need support are welcome to contact me at [abenvenuto@gchcs.com](mailto:abenvenuto@gchcs.com).

In attempts to promote and expand the number of students taking AP Italian and in order to continue offering such programs, Margaret Cuomo motivated Ida Lanza from San Pedro High School to take an active role in the AP Task Force. There were meetings held in person and accessible as well by teleconference and a project was born in conjunction with Fondazione Italia. As a result, high school students from schools where Italian is not offered have signed up to take the AP Italian exam and Fondazione Italia provided them with an optional workshop to prepare them for the May 13, 2009 exam.

Students from several schools, San Pedro High school, Venice High and Granada Hills Charter High School had the opportunity of participating in cultural programs such as the Italian movie festival held in Hollywood and Santa Monica in October and February, an opera performance live from Milano at a movie theatre in Beverly Hills and numerous presentations at the Italian Cultural Institute in Westwood.

Supporters of Italian programs continue to motivate our young students and for the first time, the Department of Education and the Italian Consulate launched an essay contest entitled *Scrivo in Italiano*. Adriana Koek from Granada Hills Charter High School received an award for her essay in October at a ceremony in which representatives from the consulate and from the state were present.

## FONDAZIONE ITALIA BREAKS NEW GROUND IN 2008

by Paolo Miliozzi, Ph.D., President

Last year the Fondazione Italia established Italian programs in fourteen elementary and middle schools across Southern California and Arizona. One of the programs that received an Italian government grant through Fondazione Italia that deserves particular attention is the creation of Italian dual-language immersion program at Franklin Elementary to be launched in the fall. "An Italian-English bilingual education for our

children is a dream come true for the Italian community in Southern California" says Dr. Simona Montanari, Professor of Language Development and Second Language Acquisition at California State University, Los Angeles, and member of Fondazione Italia's Advisory Board. (For information on how to enroll your child in this program contact Dr. Montanari at [smontan2@calstatela.edu](mailto:smontan2@calstatela.edu)).

Another Fondazione Italia initiative brought together twenty Italian-speaking high school students at UCLA for a Workshop on the Advanced Placement in Italian (AP). The workshop was presented by Prof. Elissa Tognozzi, Director of Language Studies at the UCLA Italian Department, Ida Lanza, Italian Instructor at San Pedro High School, and Adriana Benvenuto, Italian Instructor at Granada Hills High School. Given these students' desire to take the AP Italian exam in May 2009, a ten-week AP Review Course was set up and began on February 14<sup>th</sup> at the Italian Institute of Culture.

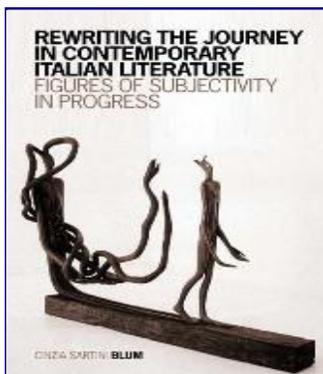
The Education Office at the Consulate General of Italy in Los Angeles hopes that similar initiatives will be duplicated across the United States. In addition to Italian government funds assigned to Fondazione Italia each year several organizations sustained our mission and programs throughout 2008 with donations. We would like to thank Diller-Von Furstenberg Foundation, NIAF, the San Gennaro Foundation, Pinnacle Communications, the Orange County American Italian Renaissance Foundation, the Marisa Antonini Foundation, the Associazione Pugliese del Sud, Federated Italo-Americans of Southern California, St. Robert Bellarmine Italian Club, Com.It.Es. of Los Angeles, and the Orange County Italian Cultural Association. Despite the current economic crisis, the local community has stepped up to ensure continuity of our programs and support of our beautiful language and heritage. Thanks as well to "L'Italo-Americano" and "Il Corriere di Los Angeles" for their continuous support and for allowing us to reach the local communities by publishing our articles and promoting our mission.

## Rewriting the Journey in Contemporary Italian Literature

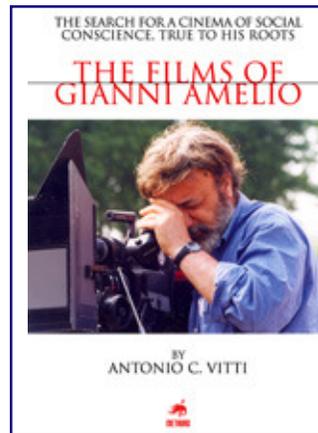
by Cinzia Sartini Blum

The mobility of women is a central issue in feminist analysis of literary works and historical periods. *Rewriting the Journey in Contemporary Italian Literature* (The University of Toronto Press, 2008) explores the concept of the journey from feminist, psychoanalytic, and postcolonial perspectives, in order to offer an alternative understanding of 'moving.' Cinzia Sartini Blum examines the new literature of migration in Italian and journeys in the works of Biancamaria Frabotta, Dacia Maraini, Toni Maraini, and Maria Pace Ottieri, to demonstrate that women writers and migrant authors in contemporary Italy present journeys as events that are beyond heroic modern exploration and postmodern fragmentation.

Using the mythical figure of Gradiva, Blum shows how contemporary Italian women writers have reinvented Gradiva to reveal subjectivities that challenge and overcome the postmodern melancholia and nihilism prevalent in contemporary male writers and thinkers. She also considers the connection between metaphorical and literal mobility, the role of the intellectual as cultural intermediary, the roles of women in cultural encounters within mass migrations, and how migrancy is a way of being in the postcolonial world.



## PUBLICATIONS



### The Films of Gianni Amelio

by Antonio Vitti

Antonio Carlo Vitti, studioso e docente di Cinema italiano all'Indiana University, dedica questo ampio saggio al cinema di Gianni Amelio, uno dei registi più rappresentativi e affermati del cinema italiano contemporaneo. L'autore indaga criticamente tutta l'opera di Amelio, ripercorrendone l'evoluzione e tracciando un percorso molto stimolante non solo nella ricerca tematica del regista ma anche nelle modalità espressive della sua produzione filmica. Una sezione ospita numerose immagini tratte dai film di Amelio, cui segue una lunga intervista con il regista. Il volume è corredato da una serie di schede filmografiche molto accurate e da un'ampia bibliografia. Si prevede nei prossimi mesi l'uscita di una edizione in lingua italiana dell'opera.

ISBN 978-88-6156-021-5

## EF Film Study Program Edizione Farinelli

*Caterina va in città*, directed by Paolo Virzì and starring Sergio Castellitto, was released in 2003. It portrays a family's relocation from a small town to Rome. The focus is on daughter Caterina who finds herself in a new public school which reflects a microcosm of Italian society and its cultural and political divisions.

The *EF Film Study Program: Caterina va in città* was written by Nicoletta Villa-Sella who teaches at the Linsly School in West Virginia and also serves as an adjunct professor at local area colleges. Ms. Villa-Sella has adroitly captured the essence of the Italian cultural and political divisions in "Spunti culturali" inserted throughout the text: "Politica in classe," "La sinistra in Italia," "Scioperi, manifestazioni e girotondi," and more. The 64-page text is geared toward upper intermediate and advanced-level students. It covers seven sequences of the film as well as units on the plot, the director and a special concluding unit containing essay topics and additional vocabulary builders. There are also class discussion exercises throughout the text. This film study text is \$32.95. The DVD for the film is available separately for \$29.95.



The EF Film Study series also includes texts and DVDs for *La meglio gioventù*, *Io non ho paura*, *Pane e tulipani*, *Cinema Paradiso*, *L'ultimo bacio* and *Ciao, Professore!*

## PUBLICATIONS

### Mi diverto con Gianluigi

Edizioni Farinelli has published a new Italian reader **Mi diverto con Gianluigi!** for beginning-level students. The illustrated, 62-page text tells the story of a delightful southern Italian boy through the eyes of an American Italian teacher who visited his town, Fornelli (Molise), during summers. The reader has 10 units each with a dialogue or narrative, accompanying exercises for comprehension, speaking and conversation and a vocabulary chart.

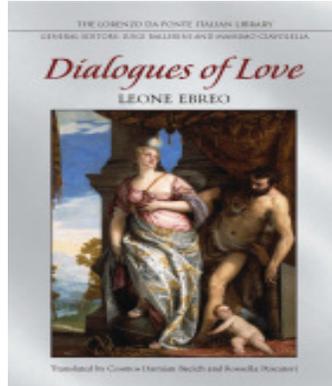


**Mi diverto con Gianluigi!** was written by Bruna Petrarca Boyle, a lecturer in Italian at the University of Rhode Island. Ms. Boyle also authored the *Ace the AP Italian Track* series to help students, read, write and speak more effectively and improve their performance on standardized exams for Italian.

**Mi diverto con Gianluigi!** is \$16.95. A separate answer key is available to teachers for \$6.00. Other readers available from Edizioni Farinelli include *Diario della studentessa Jean (Levels 1-2)*; *Jean e Roscoe vanno a Perugia (Level 2)*; *Uffa! (Level 3)*, and *Non soltanto un baule (Level 4-5)*.

For more information and to order visit [www.edizionifarinelli.com](http://www.edizionifarinelli.com)

### Dialogues of Love by Leone Ebreo



Leone Ebreo's *Dialogues of Love* is one of the fundamental texts of the European Renaissance, not only for its philosophical content, but as matter of inspiration for painters, courtesans and literate noblewomen, poets, and many intellectuals. Its popularity is confirmed by its printing: between 1541 and 1607 it was republished no less than twenty-four times, and between 1551 and 1660 it was translated into French, Latin, Spanish, and Hebrew. More than just a bestseller, it exerted a deep influence over the future centuries on the work of figures as diverse as Giordano Bruno, John Donne, Miguel de Cervantes and Baruch Spinoza. The *Dialogues* consists of three conversations that take place over a period of three subsequent days. They are organized in a dialogic format, which is not a philosophic dispute but rather more like a theatrical representation, 'under the guise of a courtship' between a man, Philo, who plays the role of the lover and teacher, and a woman, Sophia, beloved and pupil. Through a "love" scenario the dynamic mysticism of the Kabbalah is inserted into the Italian Neoplatonic philosophical structure, thereby realizing a perfect union of different cultural heritages in a new metaphysical articulation where the iconic language of the myth shapes a particular epistemology.

Translated by Cosmos Damian Bacich and Rossella Pescatori

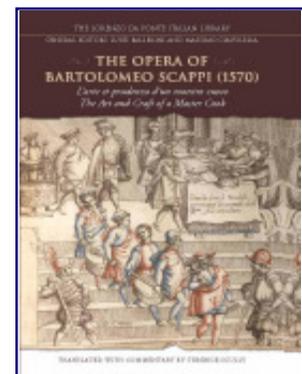
(The Lorenzo Da Ponte Italian Library)  
ISBN: 978-0-8020-9910-5

### Opera by Bartolomeo Scappi

Bartolomeo Scappi (c. 1500-77) was arguably the most famous Italian chef of the Renaissance. He oversaw the preparation of meals for several Cardinals and was such a master of his profession that he became the personal cook for two popes. At the culmination of his prolific career he compiled the largest cookery treatise of the period to instruct his apprentice on the full craft of fine cuisine, its methods, ingredients and recipes. Accompanying his book – and exquisitely reproduced in this volume – was a set of unique and precious engravings that show the ideal kitchen of his day, its operations, and myriad utensils.

Scappi's *Opera* presents more than one thousand recipes along with menus that comprise up to a hundred dishes, while also commenting on a cook's responsibilities. Scappi also included a fascinating account of a pope's funeral and the complex procedures for feeding the cardinals during the ensuing conclave. His recipes inherit medieval culinary customs, but also anticipate modern Italian cookery with a segment of 230 recipes.

Terence Scully presents the first English translation of the work. His aim is to make the recipes and the broad experience of this sophisticated papal cook accessible to a modern English audience interested in the culinary expertise and gastronomic refinement within the most civilized niche of Renaissance society.



(The Lorenzo Da Ponte Italian Library)  
ISBN: 978-0-8020-9624-1

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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, 2009, for inclusion in the Fall issue.

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