

Please note that all sessions are CONDITIONALLY APPROVED, pending submission of completed abstract form (by the session organizer only) and completion of corrections/revisions, as requested by the committee. Correction/Revision requests will be sent to session organizers over the weekend.

Completed/Final Sessions Form Deadline: **Friday, December 15, 2023.**

Please note that individual proposals for these sessions must be sent **directly to the organizer(s)** of each panel, and not the conference committee. Additionally, if you have questions about a specific session, please reach out to the **session organizer** and not the committee.

It is the role of the session organizer to select participants for the respective sessions and to complete the *Completed/Final Sessions Form* via EventAct.

The deadlines and specifications required by the session organizer(s) are listed below. **In the case that they are not, we recommend the following: Send a 250-word abstract with title, short bio (200 words or less), and A/V requests to the organizer(s) by December 10, 2023.**

Finally, a link will be forthcoming (Monday, Nov. 27) for all other types of conference sessions:

- a. Completed Round Tables
- b. Completed Panels
- c. Workshops
- d. Individual Papers/Presentations (Please check open call list first).
- e. Poster Sessions

If you would like to put a session proposal together for any of the above session types, please feel free to send your own CFP via the AATI listserv, as we will not be adding any new open sessions to this list.

Si prega di notare che tutte le sessioni sono APPROVATE CONDIZIONAMENTE, in attesa dell'invio del modulo abstract compilato (solo da parte dell'organizzatore della sessione) e del completamento delle correzioni/revisioni, come richiesto dal comitato. Le richieste di correzione/revisione verranno inviate agli organizzatori della sessione durante il fine settimana.

Completed/Final Sessions Form – Data di scadenza: **venerdì, 15 dicembre 2023.**

Si prega di notare che le proposte individuali per queste sessioni devono essere inviate **direttamente agli organizzatori** di ciascuna sessione e non al comitato della conferenza. Inoltre, per domande su una sessione specifica, si prega di contattare **l'organizzatore/trice della sessione** e non il comitato.

È compito dell'organizzatore della sessione selezionare i partecipanti per le rispettive sessioni e ricompilare il formulario *Completed/Final Sessions Form* via EventAct.

Le scadenze e le specifiche richieste dall'organizzatore/trice(i) della sessione sono elencate nella tabella sotto. Nel caso che non lo siano, si consiglia il seguente: **Invia un abstract di 250 parole con titolo, una breve biografia (200 parole o meno) e le richieste A/V all'organizzatore/trice(i) della sessione entro il 10 dicembre 2023.**

Infine, sarà disponibile un link (lunedì 27 novembre) per tutti gli altri tipi di sessioni della conferenza:

- A. Tavole rotonde complete
- B. Sessioni/panel completi
- C. Workshop
- D. Documenti/presentazioni individuali (controllare prima l'elenco delle sessioni aperte).

E. Sessioni poster

Se si desidera mettere insieme una proposta di sessione per uno qualsiasi dei tipi di sessione sopra indicati, si invii il CFP tramite il listserv AATI, poiché non il Comitato non aggiungerà alcuna nuova sessione aperta a questo elenco.

| S/N | Session Title | Session Organizer | Contact Email | Description |
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| 119 | Embracing ChatGPT in the Language Classroom | Michael Farina | michael.farina@yale.edu | This session explores how language teachers can use Large Language Models like ChatGPT to improve instruction through lesson planning, in-class activities, differentiated learning, and homework. We will offer case studies from elementary and intermediate classrooms to courses that include advanced language study of literature, film, and translation. |
| 131 | SURVIVING THRIVING through and after the “Enrollment Cliff”: Best Practices in Italian/Italian Studies Program Coordination | Brandon Essary | bessary@elon.edu | “The Enrollment Cliff” refers to a decrease, beginning around 2025, in the college-age population in the United States. This demographic shift will lead to a <i>de facto</i> decrease in applications to and attendance at institutions of higher education. This panel invites program coordinators, chairs, and administrators who work with or in Italian Studies and Italian programs (even as a part of larger units; e.g., departments of “world languages and cultures”; colleges of arts and sciences or the humanities) to share best practices for maintaining and growing class enrollments; reaching new student demographics; and increasing the number of students minoring or majoring in Italian. |
| 132 | Teaching The World Upside Down: From Dante’s Hell to Present Times | Brandon Essary | bessary@elon.edu | The academic journal <i>Annali d’italianistica</i> will dedicate its 44th volume (2026) to the topic of “The World Upside Down: From Dante’s Hell to Present Times.” The world upside down metaphor describes the condition of an individual, a society, or the world at large, in which such concepts as goodness, beauty, truth, unity, order are upended, turned around, or reversed. The metaphor under scrutiny has taken on countless literary forms, from farce to parody and satire; from the realistic to the fictional; from the grotesque to the burlesque and to Bakhtin’s notion of the carnivalesque. Thus, the metaphor of the topsy-turvy world lends itself to serious works (Dante’s <i>Inferno</i> , Boccaccio’s <i>Decameron</i> , Machiavelli’s <i>Prince</i>) and less serious, but equally important, works (<i>Morgante</i> , <i>Orlando furioso</i>), not just in medieval and Renaissance times, but in modern and postmodern times as well (Basile’s <i>Cunto de li cunti</i> ; Goldoni’s theater; Leopardi’s existential drama; Collodi’s <i>Pinocchio</i> ; Pasolini; Calvino; etc.). The scholar must deal with multiple tasks, not only with understanding the world gone awry, but also with illustrating the causes of its upheaval to uncover its presumably original positivity. Thus, while focusing on negativity, the metaphor of the world upside down points to the lost positive order as well. Both concepts co-exist and need each other. We invite scholars |

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| | | | | to submit an abstract with the purpose of discussing how we teach the world upside down in the current global political situation. Exemplary presentations can be considered for publication in <i>Annali</i> volume 44 (2026). |
| 133 | Inspiring Students of Italian to Become Future Citizens | Morena Svaldi | msvaldi@mtholyoke.edu | <p>It is universal that learning languages and cultures prepare students to be successful in their personal, social, and professional life. Fostering critical thinking skills, improving cultural and global awareness, promoting social and communication abilities, and versatility to work in a team, are only a few of the benefits.</p> <p>In a very competitive environment, many institutions in higher education underline the importance of offering pre-professional tracks across all disciplines. Italian programs in North America are constantly reshaping and reimagining their curriculum including courses and in-class projects that prepare students to succeed in their professional lives. This panel welcomes presentations that focus on Italian curriculum development, teaching materials, and projects that contribute to laying the groundwork for a thriving personal and professional opportunity. Particularly welcome are presentations that connect the study of the Italian language and culture with other disciplines.</p> |
| 134 | Improving ILA (Italian Language Acquisition) through educational technology. | Federico Giannuli | federico.giannuli@uconn.edu | <p>While the use of digital language learning (DLL) in second-language acquisition has been implemented since the 1990s, the teaching of Italian to foreign students (ILA) has suffered a delay in the use of these new technologies, perhaps due to its less wide-spread nature. This panel invites papers that discuss how DLL can be used to strengthen more traditional approaches to ILA without substituting them. Topics include, among others:</p> <ul style="list-style-type: none"> o Open Education Resources; o Technology-assisted and technology-based learning tools (Edmodo, flipped learning, etc.); o Re-inventing storytelling: podcasting, digital storytelling, interactive storytelling, homemade videos; o Hybrid classes; o Virtual Reality and game-spaces. |
| 136 | Supporting our teaching and improving students' learning with evidence-based research | Luisa Canuto | luisa.canuto@ubc.ca | Effective teaching, an essential element in the career and future of today's language educators (and admittedly, of instructors of all disciplines) can and should be properly researched, analyzed, measured and documented. But, how can we explore the impact of our |

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| | | | | <p>pedagogical choices? How can we know if the assessment methods we recently integrated in our courses or the educational technologies we have just adopted can truly support student achievement and can help learners improve, retain, and apply key concepts from our courses? Presenters in this open session share their inquiry into their own teaching and the conditions under which student learning occurs, what it looks like and how to deepen it.</p> |
| 141 | <p>La canzone (t)rap per l'educazione plurilingue e pluriculturale</p> | <p>Borbala Samu</p> | <p>borbala.samu@unistrapg.it</p> <p>rachel.grasso@mail.utoronto.ca</p> <p>yahis.martari@unibo.it</p> | <p>La sessione propone di indagare i possibili usi della canzone (t)rap nell'insegnamento dell'italiano L2/LS. Si riflette sulla canzone (t)rap come prodotto culturale che permette di parlare di sé e della propria vita, di esprimere e definire la propria identità, con particolare riguardo agli artisti italiani di seconda generazione che danno voce alla nuova Italia multiculturale. Si accolgono riflessioni che affrontano l'uso dei testi (t)rap in classe di lingua sia dal punto di vista didattico, sia dal punto di vista più strettamente linguistico e culturale-identitario. Sono di particolare interesse le seguenti tematiche:</p> <ul style="list-style-type: none"> - riflessioni sul rapporto tra la lingua parlata e il linguaggio del rap; - analisi relative alle lingue e alle varietà linguistiche presenti nelle canzoni e dei loro usi contestuali; - esplorazione del potenziale didattico delle canzoni per la promozione del plurilinguismo e dell'integrazione; - impiego delle canzoni per presentare un'immagine attuale della cultura e della società italiane. <p>Organizers: Rachel Grasso (University of Toronto), Yahis Martari (Università di Bologna), Borbala Samu (Università per Stranieri di Perugia)</p> <p>Chair: Rachel Grasso (Department of Italian Studies, University of Toronto)</p> |
| 142 | <p>Curricular Innovation, Needs Assessment, Outreach: Understanding and Reversing the Enrollment and Retention Crisis in US-based Italian Programs at the University Level</p> | <p>Federico Fabbri</p> | <p>ffabbri@arizona.edu</p> | <p>In line with a general crisis of language education in the US that began fifteen years ago, many US-based Italian programs are facing a general decline in enrollment and retention. The negative trend has been confirmed by the most recent report from the Modern Language Association (MLA).</p> <p>This panel is designed as a space to share initiatives aimed at fostering innovation in Italian programs and/or to better understand and address the enrollment crisis. Presentations are welcome on a broad range of topics, including outreach initiatives to enhance recruitment processes, increase enrollments and/or retention rates; pedagogical</p> |

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| | | | | and curricular innovations at the course and/or program level, including cross-language and interdisciplinary activities; needs assessment initiatives to understand our student population, for example by investigating student perspectives, experiences, and/or goals for learning Italian at the university level. |
| 143 | Canti di donne: presenze ed identità femminile nella musica pop italiana | Gaspare Trapani | ergogaspare@hotmail.com | <p>Analogamente a quanto avviene in molti ambiti artistici, anche nella sfera della musica pop italiana, cantautrici ed interpreti risultano, al contrario dei loro colleghi uomini, poco indagate, se non addirittura dimenticate, come avviene, per esempio nei volumi sulla storia musicale italiana. La stessa definizione di "cantautore", puntualmente e puntigliosamente utilizzata da studiosi e critici musicali per numerosi artisti italiani, risulta meno usata per le donne indiscutibilmente "cantautrici" - come Rettore o Carmen Consoli - più semplicemente designate "cantanti" o "interpreti". Una di queste cantautrici, Grazia Di Michele, osserva: "il mercato discografico delle artiste - in termini di numeri e profitti - spesso è stato più difficile rispetto a quello dei colleghi maschi; per non parlare di quello delle "cantautrici", di quelle artiste, cioè, che - a dispetto della cultura dominante - hanno provato e provano a portare il proprio pensiero e le proprie emozioni all'interno del mondo musicale".</p> <p>Questo panel si propone di riflettere sulla produzione delle artiste pop italiane, mettendone in evidenza temi ed istanze, aspirazioni e messaggi, nella piena convinzione che, come afferma, il paroliere Gianfranco Baldazzi: «alla donna che canta è delegato il ruolo di cartina di tornasole dei mutamenti di costume. Più spesso di quanto faccia l'interprete maschile, la donna aggiunge, alla canzone che canta, un'immagine portatrice, anche a livello gestuale, di novità»</p> <p>Si prega di inviare un abstract di 250 parole, insieme a una breve biografia entro il 15 dicembre 2023 al seguente indirizzo elettronico: ergogaspare@hotmail.com</p> |
| 145 | Veglia e lutto: la poesia italiana e europea nella Prima Guerra Mondiale | Ernesto Livorni | elivorni@gmail.com | <p>Diversi sono i poeti, anche di importante statura, che hanno preso parte al primo conflitto mondiale che a sua volta è stato decisivo per la loro scrittura poetica: basti pensare a personalità diverse come D'Annunzio, Marinetti, Ungaretti. La sessione intende concentrarsi su fenomeni come la veglia e il lutto, che pure furono molto comuni per quei poeti e soldati che erano al fronte, nelle trincee, a contatto diretto con l'esperienza della morte, traumatizzati anche da quella esperienza. Quei poeti esplorano la forza, ma anche l'impotenza, della scrittura poetica davanti all'evento della morte causata da atti di guerra.</p> |
| 148 | The role of assessment in language education with | Barbara Turchetta | barbara.turchetta@unibg.it | Assessment plays a crucial role in language education, involving a wide range of stakeholders, such as learners, teachers, authors of teaching materials, certification centres, language policy makers. |

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| | reference to Italian as a second/foreign language | | | <p>Therefore, analyzing and discussing the relationship between language education and assessment is crucial, considering its complexity and multifaceted nature.</p> <p>The session is aimed at collecting contributes related to the theme of assessment in Italian as a second/foreign language, within the framework of recent literature in educational linguistics, addressing the tryptic of assessment of learning, assessment for learning, assessment as learning.</p> <p>Language certifications and digital assessment are two priorities within this context.</p> <p>This session will welcome the presentation of research, case studies, literature reviews on the following topics:</p> <ol style="list-style-type: none"> 1. Assessment in Italian as a second/foreign language at school, in higher education and in adult education 2. Assessment in international language certifications 3. Plurilingual assessment 4. Self-assessment, peer assessment 5. Technologies for assessment 6. Assessment in the four modes of communications of the CEFRCV |
| 150 | Ri-strutturare i corsi d'italiano: contenuto e valutazione tra tradizione e modernità. | Pietro Pesce | ppesce@fsu.edu | <p>Questa sessione si propone di esplorare tecniche e metodologie di ristrutturazione dei corsi d'italiano per tutti i gradi di istruzione. Sebbene l'implementazione di approcci alternativi alla tradizionale gestione dei corsi sia iniziata già da tempo, il crescente coinvolgimento degli insegnanti nella missione di trasmettere la lingua e la cultura italiana e di contestualizzarla in un mondo che turbinata tra cambiamenti socio-geo-politici, unitamente al calo degli iscritti ai corsi vanno via via acuendo la necessità di apportare cambiamenti che rendano i materiali fruibili e nuovi. Contemporaneamente, la consapevolezza dell'efficacia di alcuni metodi tradizionali spesso porta a volerli ammodernare senza smantellarli per intero.</p> |
| 151 | Gameful Design in the Italian L2 Classroom | Camilla Zamboni | czamboni@wesleyan.edu | <p>In recent years, and particularly after the Covid-19 pandemic and the partial shift to online learning, instructors across all disciplines have struggled to engage students in class. Among the many new pedagogical approaches to increase engagement and agency among students, game-based learning, gamification, and playful learning have become pervasive terms – thanks in part to a plethora of learning apps that now create opportunities to practice, reinforce, and support what</p> |

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| | | | | <p>we do in class, but also to meaningful changes in the design of pedagogical materials, from activities to entire curricula.</p> <p>In this panel, we are looking for applications of these approaches in Italian L2 classrooms. We welcome presentations that are grounded in theory on gameful L2 teaching and learning (L2TL, Reinhardt 2019) and that can link theory to practice and provide examples of how these concepts have been implemented in class. We especially welcome gameful and interactive projects developed by instructors as well as new ideas on how to create L2 teaching materials that are informed by playful learning principles. Presentations may focus on adapting existing vernacular games to L2 classrooms (Game-Enhanced L2TL), infusing L2 pedagogical practices with insights from theories of game and play (Game-Informed L2TL, or gamification), as well as creating games specifically designed for L2 (Game-Based L2TL).</p> <p>Please send an abstract of roughly 250 words to czamboni@wesleyan.edu by December 13, 2023.</p> |
| 152 | Learning technologies for language teaching, learning and assessment | Letizia Cinganotto | letizia.cinganotto@gmail.com | <p>The massive use of technologies which is reshaping the organization and the setting of school learning environments, especially in the post-pandemic era, the so-called “new normal”, implies rethinking teaching practices, considering the huge potential of webtools, platforms, repositories, digital content. Learning technologies may represent an added value to the language teaching, learning and assessment process, providing interactive, multi-functional and meaningful learning environments, which take advantage of a wide range of dynamic and engrossing multimodal techniques and strategies, helping put the learner at the centre of the learning pathway.</p> <p>CALL (Computer Assisted Language Learning), MALL (Mobile Assisted Language Learning) and the so popular iCALL (Intelligent Computer Assisted Language Learning) can have a huge potential in language learning, enhancing multimodal, immersive, and embodied learning experiences.</p> <p>The session, referring to Italian as a second or foreign language, will welcome presentations related to the following field:</p> <ol style="list-style-type: none"> 1- Technologies for learning and teaching languages 2- Learning technologies for Italian as a second/foreign language 3- Technologies for language assessment |

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| | | | | <p>4- Artificial Intelligence for language learning and teaching</p> <p>5- Technologies for intercultural and plurilingual teaching</p> <p>6- Technologies for CLIL (Content and Language Integrated Learning) or CBI (Content Based Instruction).</p> |
| 154 | Bridging Borders: Fostering Inclusive Language Education in Culturally Diverse Classrooms | Cinzia Marongiu and Dr. Elena Tchernega Meiner | cinzia.marongiu2@fsz.fra-uas.de elena.tchernegameinert@fsz.fra-uas.de | <p>In an era characterized by unprecedented cultural diversity, classrooms play a crucial role in preparing individuals for a globalized world. However, these educational spaces are not immune to cultural misunderstandings, which can significantly impact the learning environment. This is particularly relevant in the context of heritage and foreign language instruction, where the interplay of linguistic and cultural diversity introduces unique challenges. These challenges may encompass navigating varying language structures, addressing diverse learning styles influenced by cultural backgrounds, and fostering effective communication across a spectrum of linguistic and cultural differences. Such intricacies require educators to adopt nuanced approaches to ensure meaningful and inclusive language learning experiences for all students.</p> <p>We invite a diverse range of contributions, encompassing research studies on intercultural communication, analyses of how cultural diversity shapes language learning, strategies for fostering intercultural sensitivity, effective classroom activities that promote intercultural awareness, teaching methodologies tailored to diverse settings, the complexities and opportunities associated with technology and digital learning, practices in assessment and evaluation, the development, adaptation, or integration of language teaching materials, cross-disciplinary approaches, instances of successful interdisciplinary initiatives, as well as papers on multilingualism and language identity.</p> <p>Please submit the proposal along with a short bio to Cinzia Marongiu cinzia.marongiu2@fsz.fra-uas.de and Elena Tchernega Meiner elena.tchernegameinert@fsz.fra-uas.de</p> |
| 155 | <p>I feedback da parte dell'insegnante e dello studente nell'insegnamento e nell'apprendimento dell'italiano a stranieri</p> <p>Bridging Borders: Fostering Inclusive Language Education in Culturally Diverse Classrooms</p> | Giuseppe Maugeri | giuseppe.maugeri@uniurb.it | <p>In questa relazione si evidenzieranno la valenza didattica e metacognitiva del feedback inteso come momento strutturato dal docente per orientare al miglioramento l'allievo. Su questo versante, ci si soffermerà sulle modalità di funzionamento del feedback del docente che attiverà dei processi di riflessione sul compito a partire dalle osservazioni dello studente. Ciò consentirà all'insegnante di riorientare sia la propria pratica didattica sia la strategia di feedback affinché risultino più efficaci.</p> |

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| 157 | Pedagogy: Communicative Strategies in the Student-Centered Classroom | Roberta Waldbaum | rwaldbau@du.edu | This session offers guidelines on producing and implementing proficiency-oriented activities in Italian language classes, including online and flipped classrooms. Panelists will present how to best incorporate aspects of AI and technology in their language classes. |
| 158 | Pragmatica con l'uso delle tecnologie in italiano L2/LS | Borbala Samu | borbala.samu@unistrapg.it | <p>Nonostante la vivacità delle ricerche sullo sviluppo della competenza pragmatica – di cui viene concordemente riconosciuta la centralità, nell'ottica del saper fare in lingua – le risorse liberamente disponibili online, espressamente dedicati all'insegnamento e alla valutazione di tale competenza in italiano L2/LS, sono ancora piuttosto limitate. Uno dei pochi strumenti a disposizione degli insegnanti e degli apprendenti è la piattaforma LIRA (Lingua/cultura Italiana in Rete per l'Apprendimento) che offre percorsi fruibili in autonomia dagli apprendenti oppure sotto la guida dell'insegnante. Nella sessione si presenteranno lavori incentrati sull'utilizzo di nuove tecnologie per sviluppare la competenza pragmatica in italiano L2 nei vari contesti di insegnamento dell'italiano a stranieri, riflettendo sulle potenzialità, sull'efficacia e sui limiti di tali risorse. Si analizzeranno i materiali utilizzati, anche mettendoli a confronto con i materiali tradizionali, con particolare attenzione alla presentazione della variazione linguistica legata al contesto e ai modi in cui i fenomeni socioculturali si riflettono nelle pratiche comunicative.</p> <p>Organizers & Chairs: Greta Zanoni (Università di Bologna), Borbala Samu (Università per Stranieri di Perugia)</p> |
| 159 | OER in the Italian Studies Classroom: One Step Toward Accessibility, Diversity, and Inclusivity | Carla Cornette | carla.cornette@missouri.edu | <p>Much has been discussed about the urgency to address the paucity of diversity, equity, and inclusivity in Italian Studies. Unsurprisingly, this deficiency has been tied to declines in the numbers of programs and student enrollment in our courses and to the diminishing relevance of Italian Studies.</p> <p>One possible piece of the puzzle to increase accessibility to our courses and to foster diversity and inclusivity within them is to adopt Open Educational Resources. Among the many advantages of OER is that they are free to students and instructors, are accessible to both traditional and distance learners, and can be updated quickly compared to traditional textbook platforms. Thanks to the relative facility in revising OER, a significant benefit is that materials on recent social-political-historical events can be readily included, such as, representation for diverse communities and social justice issues. Challenges in employing OER may include questions of quality; a lack of a complete learning package; and increased effort required by the instructor.</p> |

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| | | | | <p>This panel will bring together the experiences of educator-scholars who have created or adapted OER texts to teach Italian language and culture, literature, and film courses. Possible topics could include:</p> <p>Specific examples of courses or didactic units taught with OER resources and the related benefits and challenges</p> <p>Examples of how OER texts provide representation for Black and Asian Italians, queer communities, second generation Italians, disabled persons, among others.</p> <p>Student reactions and learning outcomes to Italian courses taught with OER sources.</p> <p>Facilitating interactive learning experiences with OER.</p> |
| 160 | Creativity and Motivational Activities in the Italian Classroom | Anthony Mollica | mollica@soleilpublishing.com | <p>The purpose of the session is to make the teaching of grammar, vocabulary and culture more interesting and motivation particularly to those students who feel that the teaching of grammar and vocabulary is boring and uninteresting. Please send abstract up to 250 words and A/V requests to mollica@soleilpublishing.com by December 10, 2023.</p> |
| 162 | New Trends in Publishing | Ryan Calabretta-Sajder | rcalabretta@gmail.com | <p>This roundtable session is dedicated to presenting authored or edited manuscripts that have been accepted for publication, or, have been recently printed. Books should be in a finalized state and participants will not provide formal, academic presentations, rather, they should be prepared to discuss the significance of the text, provide an overview of it, and be available to discuss its place in the field. Each participant will be provided 10 minutes to promote his/her/their work and there will be ample time for a Q&A.</p> <p>Please send an abstract of 250 words, along with a brief biography and technology requests to rcalabretta@gmail.com by December 9, 2023.</p> |
| 163 | Publishing in Italian and Italian Diasporic Journals | Ryan Calabretta-Sajder | rcalabretta@gmail.com | <p>This roundtable session is dedicated to presenting the various Italian Studies journals in the field. Each participant will be provided 10 minutes to promote his/her/their journal, sharing its mission, vision, and structure of the journal. Then each editor will share some tips to publishing with their journal. There will be ample time for a Q&A.</p> <p>Please send an abstract of 250 words, along with a brief biography and technology requests to rcalabretta@gmail.com by December 9, 2023.</p> |
| 164 | Queering Italian and Italian American Studies | Ryan Calabretta-Sajder | rcalabretta@gmail.com | <p>The focus on gender in Italian Studies has come to the forefront within the last 5-7 years both in Italy and North America. Whether it is rereading older texts or taking into account the newly highlighted life of the contemporary LGBTQIAA+ society in Italy, more and diverse attention has been afforded this thematic/cultural field. Some possible themes to consider include the following:</p> |

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| | | | | <ul style="list-style-type: none"> • Intersections and/or Contradictions of Queer Theory (Anglophone vs. Italian) • Gendering the Body • Queering Italian Daily Life (talk shows, reality tv shows, Gay Pride, etc.) • Intersex in Italy • Queering Italian Art • Representations of LGBTQI in Literature/Film/Media <p>Please send an abstract of 250 words, along with a brief biography and technology requests to rcalabretta@gmail.com by December 9, 2023.</p> |
| 165 | Gendering the Cinema of the South | Ryan Calabretta-Sajder | rcalabretta@gmail.com | <p>La questione meridionale has been a topic of both political and academic discussion for more than 100 years. Some scholars maintain that Southern Italy is dominated in old-world, traditional, patriarchal values, while others including Gabriella Gribaudi in her piece entitled “Images of the South” (in Italian Cultural Studies: An Introduction) argues that the South is rather matriarchal in nature. Using this concept as a springboard for the panel, the session aims to open a discussion on contemporary cinematic images of the South from a gendered perspective. Some topics include the following:</p> <ul style="list-style-type: none"> • Differences between gender in Southern and Northern films • Is the South more patriarchal or matriarchal? Or can we even use this terminology in today’s society? • What is the role of woman in Southern Italian cinema of the last ten years? Has anything changed? • How does travel/public space vs private space/work influence gender in society? • How does the recent wave of migration to Southern Italy register with gender concepts? • Are their homosexuals, lesbians, transvestites, and transgendered people in Southern Italian film? How are they seen on screen? <p>Please send an abstract of 250 words, along with a brief biography and technology requests to rcalabretta@gmail.com by December 9, 2023.</p> |

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| 166 | Contemporary Theoretical Approaches to the Opus of Pier Paolo Pasolini | Ryan Calabretta-Sajder | rcalabretta@gmail.com | <p>This session seeks submissions on any re-reading of Pier Paolo Pasolini's opus or an exploration of an under-studied aspect. Even after almost 50 years following his untimely death, much of Pasolini's works have yet to be thoroughly examined. This panel aims to study under-represented texts of any type as well as re-visiting Pasolini classics through new theoretical perspectives. Comparative pieces dialoguing with Pasolini's works and others are also welcome. We strongly encourage new theoretical approaches to Pasolini's work(s). Please send an abstract of 250 words, along with a brief biography and technology requests to rcalabretta@gmail.com by December 9, 2023.</p> |
| 167 | Jewish Culture Within the Italian Landscape | Ryan Calabretta-Sajder | rcalabretta@gmail.com | <p>The Jewish community is one of the oldest communities/cultures present within the Italian peninsula, spanning as many as two thousand years, dating back to the pre-Christian Roman period. As such, Italian Jewish Identity has evolved in a unique manner, sharing diverse traditions related to religion, culture, history, and language while simultaneously remaining rather homogenous and often separate. In 2016, the Jewish Culture in Italy remembered the 500th Anniversary of the Jewish Ghetto in Venice and the 100th Anniversary of Giorgio Bassani's birth (inaugured the Centro studi bassaniani a Ferrara), one of Italy's most noted Jewish Italian authors. This panel aims to explore any intersection(s) of Jewish and Italian identity.</p> <p>Some themes include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Artistic blendings/mixings/etc. • Jews enlisting in the Fascist party • Jews of the Mediterranean • Regionalism Judaism in Italy • Jewish Italian writers/writings • The underground • Racial Laws in Italy • Screening Jewish Italian Culture • The Venetian Ghetto • Giorgio Bassani • Primo Levi • Intersections between Italian Jewry and that of other countries |

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| | | | | Please send an abstract of 250 words, along with a brief biography and technology requests to rcalabretta@gmail.com by December 9, 2023. |
| 174 | Exploring the Italian Diaspora - Outsiders, In; Insiders, Out | Ryan Calabretta-Sajder | rcalabretta@gmail.com alan.gravano@rm.edu | <p>This session explores the many manifestations of the Italian Diaspora, considering the situation of "outsiders, in" and "insiders, out" of a new land, culture, language, etc. We encourage an interdisciplinary approach to the diaspora, including historical, literary, visual cultural, and cultural studies perspectives. We are open to papers on 1) emigration from Italy, 2) immigration into Italy, 3) the "new" Italian/questions on Italianità, and 4) comparative approaches to the Italian diaspora. We ask that all presentations be grounded in at least one theoretical model, but we are open to which one. Some possibilities include migration, affect, critical race, or gender studies theory.</p> <p>Please send a 250-word abstract along with a 100-word biography to both Ryan Calabretta-Sajder (rcalabretta@gmail.com) and Alan Gravano (alan.gravano@rm.edu) by December 9, 2023.</p> |
| 175 | Beyond Film Studies: Italian and Italian Americans in TV and Social Media Studies | Ryan Calabretta-Sajder | rcalabretta@gmail.com | <p>This session will explore the role of Italians and Italian Americans in TV and Social Media. We are open to considering 1) representations of Italians and Italian Americans via TV and Social Media programs, 2) the creation of TV and Social Media programs BY Italians and Italian Americans, 3) programs that cross-over (ie. US production on Italian soil, or vice versa), 4) the use of non-Italian actors for Italian roles, 5) comparative approaches to Italian and Italian American Media Studies, or other appropriate presentations.</p> <p>Please submit a 250-abstract along with a 100-word biography by December 9, 2023 to Ryan Calabretta-Sajder (rcalabretta@gmail.com).</p> |
| 182 | Undergraduate Research in Italian or Italian American Literature | M. Marina Melita & Steven Jacobs | marina.melita@marist.edu sbj27@italian.rutgers.edu | <p>This panel seeks to showcase outstanding, individual and/or group undergraduate research projects – completed or currently under the direction of – current AATI members. We welcome papers in either Italian or English on research topics that will pave the road for future scholarship in Italian and Italian/American Studies. <i>Faculty members are expected to attend the conference with their students.</i> Please send a 200-word abstract, brief bio, name of AATI member, affiliation, and A/V requests by December 15, 2023 to the organizers below.</p> <p>Organizers:</p> <p>M. Marina Melita, Marist College (marina.melita@marist.edu)</p> <p>Steven Jacobs, Rutgers University (s.jacobs@rutgers.edu)</p> |

