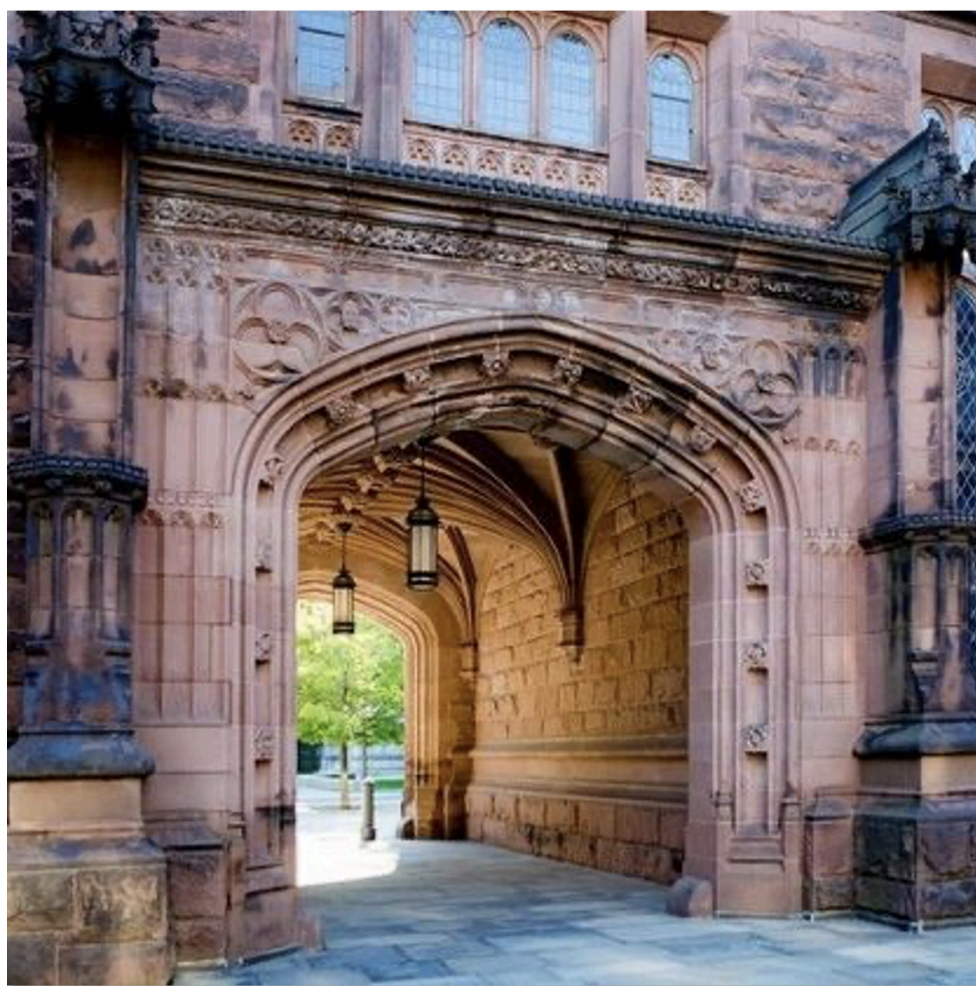




AMERICAN ASSOCIATION OF
Teachers of Italian



AATI ANNUAL CONFERENCE 2025



PRINCETON UNIVERSITY

April 25-27, 2025

<https://aati-online.org/events/aati-international-conference-2025/>

Open sessions

Title: **Non solo gondole: insegnare il territorio nei corsi di Italiano L2**

Session type: panel

Organizers: Mary Jane Dempsey (SUNY Stony Brook) and Valentina Fulginiti (Cornell University)

In courses of Italian as a foreign language that target American university students, Italy exists primarily as a tourist's dream. This narrative is often reinforced by curricula; just think of role-play activities that mimic service and hospitality exchanges, or of the countless "culture" sections in textbooks that profile the most famous landmarks in Venice, Florence, or Rome and the traditional tourist hubs of Cinque Terre and Costa Smeralda. Consciously or unconsciously, these curricular choices often reinforce the touristic paradigm of "Destination Italy" (per Hom's fortunate definition in 2015), presenting the Bel paese as a "singular landscape unified by natural beauty and cultural monuments," whose inhabitants enjoy a life of pleasure and relaxation (2015, 8). Our panel seeks to explore pedagogical practices that favor the explicit inclusion of geography in the Italian language curriculum (either directly, in its specific "linguaggio settoriale" or, indirectly, as an interdisciplinary endeavor, cf. Colombo 2018) from a different perspective, which considers geographies and spatially embodied practices in the Italian language curriculum to further develop students' awareness of Italy's territorial multiplicity and local issues. We particularly welcome contributions willing to explore transnational and transcultural perspectives, themes of sustainability and environmental justice, and implementing project-based and/or engaged learning.

Please send a brief bio and a 250-word abstract to: maryjane.dempsey@stonybrook.edu and vf65@cornell.edu by Friday October 31st, 2024.

Title: **The Ecological Turn in Italian Language Pedagogy**

Session type: panel

Organizers: Gina Maiellaro (Northeastern University)

This panel seeks to explore how the ecological turn can be integrated in the teaching of Italian language and its potential to transform pedagogical practices. As the global ecological crisis and the awareness of the interconnectedness of humans and societies have become urgent and immediate concerns, UNESCO's Sustainable Development Goals (SDGs) and other international initiatives have been working to increase global awareness and foster sustainable pedagogical practices across disciplines. This session aims to explore various pathways for incorporating ecological education in the Italian language curriculum.

We encourage proposals that address, but are not limited to:

1. Environment and Sustainability Themes

How can themes related to the environmental crisis be introduced in Italian language classes? Presentations could discuss the use of a variety of texts, genres, and thematic units (Benedetti 2021; Iovino 2006, 2023; Scaffai 2014) that facilitate understanding of environmental issues while developing students' language proficiency and critical awareness.

2. Linguistic Ecology

What is the relationship between language and the environment, particularly regarding how languages describe the natural world (Mühlhäusler, 2001)? Presenters may explore how these linguistic affordances and limitations can be addressed in the Italian language classroom in connection to environmental education.

3. Critical Ecolinguistics

How can environmentally oriented critical discourse analysis be used to explore ideologies conveyed by language about the environment (Halliday, 2001; Stibbe, 2015)? Presentations could examine how the grammatical structures and discourse patterns of Italian reveal hidden assumptions about the environment, and how these insights can contribute to ecologically conscious language learning.

4. Multispecies and Non-Human Agency in Communication

How can we move beyond an anthropocentric worldview (Latour 1988, 1999, 2017) to explore the roles and agency of non-human animals, natural elements, and non-living entities in language communication and intercultural dialogue?

Please submit an abstract of 300 words and a short bio by October 31st to

l.maiellaro@northeastern.edu.

Title: The Italian Classroom in Context: Bridging Teaching with the Broader Community

Session Type: Panel

Organizers: Alessandro Ceteroni (University of Connecticut); Monica Martinelli (University of Connecticut); Federico Giannuli (University of Connecticut)

In recent years, particularly after the COVID-19 pandemic, several university language programs have entered a phase of reorganization. This panel explores how to reimagine Italian language and culture courses to extend beyond the classroom, fostering connections with other university resources (departments, libraries, archives) and with the surrounding community (schools, associations, theaters). In doing so, the panel aims to highlight the benefits of greater integration between academic and non-academic sectors. Potential topics of discussion include, but are not limited to:

- integrating interdisciplinary and creative projects as a core component of the syllabus;
- incorporating archival materials into the teaching of Italian language and culture;
- collaborations with American and Italian high schools;
- partnerships with local theaters, associations, and clubs;
- developing certificates and extracurricular projects linked to second language acquisition.

Please send your proposal to Alessandro Ceteroni, alessandro.ceteroni@uconn.edu ; Monica Martinelli, monica.martinelli@uconn.edu ; Federico Giannuli, federico.giannuli@uconn.edu , including:

- paper title (15-word maximum)
- paper abstract (300-word maximum)
- full name, current affiliation, and email address

Title: Community engaged pedagogy: An overview of different projects and of their impact on students' learning and motivation

Session Type: roundtable

Organizer: Luisa Canuto (University of British Columbia)

Community engaged pedagogy: An overview of different projects and of their impact on students' learning and motivation

Many academic institutions in Canada, the U.S. and beyond integrate experiential or practice-based opportunities in their courses, with the goal to make learning relevant and applicable outside the class. Community engaged pedagogy and practice in language courses has been shown to advance the learning journey for students and help them apply their knowledge and skills.

This roundtable includes 5 to 10 minute presentations on theoretical and critical approaches, designs, and/or applications of experiential, community engaged initiatives in undergraduate or graduate courses in language programs.

Some questions the roundtable seeks to explore are:

- What are some examples of community engaged opportunities in language programs?
- How can community-engaged experiences help students become more aware and involved citizens, gain valuable experience and contribute to society?
- How can the impact of practice-based learning on students' motivation and development be measured?

Please submit an abstract of 300 words and a short bio by October 31st to luisa.canuto@ubc.ca.

Title: Generative AI Tools in Italian-Language Education and Beyond

Session Type: panel

Organizers: Teresa Lobalsamo (University of Toronto, Mississauga) and Dellannia Segreti (University of Toronto, Mississauga)

Rapid advancements in generative artificial intelligence (AI), coupled with its unprecedented availability through open-access tools such as OpenAI's ChatGPT, have put educators on high alert and prompted important discussions around the potential impacts of this technology on student learning and assessment. This panel thus aims to investigate the impact of AI-driven language activities on language teaching, learning, and assessment, with an emphasis on the extent to which students can achieve predetermined learning outcomes through interactive engagement with ChatGPT. Presenters will be invited to provide insights into the effectiveness, limitations, and pedagogical implications of incorporating generative AI tools into Italian-language education by showcasing different approaches (in sample activities, assignments, etc.) to usefully integrate ChatGPT in the classroom. Please submit an abstract of 300 words and a short bio by October 31st toteresa.lobalsamo@utoronto.ca and dellannia.segreti@mail.utoronto.ca.

Title: Navigating L1 Influence in L2 Acquisition: Cross-Linguistic Transfer and Pedagogical Implications

Session Type: Panel

Organizer: Mohammad J. Jamali (University of Toronto)

This panel will explore the intricate relationship between first language (L1) and second language (L2) learning, focusing on how L1 influences the development of L2 competence. Research in second language acquisition (SLA) has long acknowledged the role of the learner's native language in shaping

the process of acquiring a second language. Still, significant questions remain about the extent, nature, and variability of this influence across different linguistic, cognitive, and social contexts.

In this panel, we will determine how L1 interacts with L2 learning, including phonological, syntactic, and lexical transfer. Topics will include cross-linguistic transfer, where L1 structures are applied to L2, often resulting in both positive and negative learning outcomes and the cognitive mechanisms underpinning language transfer. Additionally, the panel will discuss the role of language typology and similarity between L1 and L2, as well as the influence of L1 in multilingual learners versus those acquiring a second language for the first time.

Furthermore, the contributions will show how L1 shapes L2 acquisition pathways by analyzing empirical studies from diverse linguistic backgrounds. The discussions aim to provide insights into pedagogical implications directly relevant to educators, linguists, and psychologists working in SLA. This exploration is crucial for those keen to understand and address the complexities of language transfer in the classroom, making it a must-attend session for all professionals in the field.

Please submit a 250-word (max.) abstract in English or Italian by October 28th, 2024, 11:59 p.m. Eastern Time by sending an e-mail to m.jamali@utoronto.ca

Title: Poster session (digital & paper): showcasing your students' work.

Session type: poster session

Organizer: Marina Melita (Marist College)

This session is open to instructors at all levels. The AATI wants to see what your students are doing. Send us a proposal of what you'd like to showcase and in which format (digital - you must bring your own laptop) or traditional paper posters. The details, format, and location of the poster session will be dependent on the number of submissions and types. Please send a title, 250 words abstract, short bio and technological needs, in either English or Italian to M. Marina Melita (president@aati-online.org).

Title: Multi-Literacies in the Italian Language Classroom

Session type: panel

Organizer: Daniele De Feo (Princeton University)

This panel welcomes research on pedagogy and practice with a particular focus on the Literary approach. Its aim is to bring together Italian instructors for exchanges about current L2 research, methodologies, and experiments that attempt to transcend traditional boundaries to develop students' translingual, intercultural, and critical competencies. It will highlight the effectiveness of multiliteracies

on the process of language learning and how it emphasizes textual competence while stimulating analytical skills. Exposing students to different texts and circumstances helps develop their ability to understand and discern different cultural situations and diverse communicative needs; it helps them learn how to interpret and how to elaborate information, while, ultimately, helping them learn the art of learning. Papers that explore multiliteracies through a linguistic, social and cultural lens are welcomed. Please send a 200 word abstract and brief bio to danieled@princeton.edu

Title: Problemi di grammatica italiana in una prospettiva non nativa

Session Type: Panel

Organizers: Daniel Słapek (Università Jagellonica di Cracovia)

L'obiettivo delle grammatiche di riferimento è quello di descrivere una lingua «in tutte le sue forme e strutture, o meglio, nelle forme e nelle strutture che il particolare angolo visuale (o 'modello' grammaticale) prescelto consente, nell'un caso come nell'altro, di 'vedere', e la sensibilità del grammatico decide comunque di descrivere». La definizione di Maria Lo Duca prende, giustamente, in considerazione l'influenza della teoria linguistica (del modello) sul contenuto delle grammatiche e – ciò che è forse più importante – l'influenza della "sensibilità" del linguista sul costrutto intellettuale che crea sotto forma di grammatica. Questa sensibilità è sicuramente diversa per chi studia una lingua in una prospettiva "interna" (ossia studia la propria lingua madre) rispetto a chi esamina una lingua in una prospettiva esterna, non nativa: le loro competenze senza dubbio differiscono. Per esempio, i grammatici stranieri possono individuare problemi diversi, forse meno "visibili" per un parlante nativo (questioni che risultano difficili per chi apprende una lingua straniera o problemi di grammatica contrastiva) oppure possono affrontare i vecchi problemi grammaticali in una prospettiva nuova (perché "provengono" spesso da una tradizione grammaticografica diversa). La sessione "Problemi di grammatica italiana in una prospettiva non nativa" sarà dedicata alle questioni grammaticali rilevanti dal punto di vista un apprendente/parlante non nativo della lingua italiana, come ad esempio i problemi grammaticali particolarmente difficili per gli apprendenti stranieri, la mancanza di alcuni argomenti/problemi nelle grammatiche della lingua italiana, la questione della norma e dell'uso della lingua italiana, i problemi di grammatica contrastiva e simili. Si prega di inviare un *abstract* di 250 parole ed una breve nota bibliografica entro il 31 Ottobre 2024 a daniel.slapek@gmail.com.

Title: Innovations in the K-12 Classroom

Session type: roundtable

Organizer: Marina Melita (Marist College)

Italian programs at the K-12 level are crucial to the survival and growth of Italian programs at the university level. Without dedicated instructors and innovation in the elementary, middle, and high school programs, students do not continue with the language. What are you doing in your classroom that is unique, motivating, and inspirational? This session is intended for instructors at the K-12 levels to share their experiences and success stories, as well as specific actions or activities that attendees can take back to their home institutions and implement. Please send a title, 250 words abstract, short bio and technological needs, in either English or Italian to M. Marina Melita (president@aati-online.org).

Title: Developing Reading Proficiency in Italian

Session type: panel

Organizer: Barbara Bird (College of Southern Nevada)

Those who teach L2 literature at upper levels often lament that nonnative students are unprepared to read and understand class texts. Students' low L2 reading proficiency is often compensated for by explanations and summaries of texts provided by teachers or found on the internet. Although these strategies support a canonical perspective on literature, prioritizing and reifying the teacher's knowledge and what has already been written about the text. This model for L2 literature study informs students about the text, but also supports a classroom environment in which students' reading comprehension can become almost irrelevant.

This panel explores L2 reading proficiency development, based on theory and/or practice, from the beginning of language study through literary studies at the graduate level.

Possible presentation topics include, but are not limited to:

- Research about reading and literacy in L2
- Analysis of factors that affect L2 reading proficiency development
- Assessment of reading proficiency
- Strategies for supporting students' L2 reading proficiency
- Case studies of pedagogy that supports student understanding of a text

Send 150-200 word proposals (English or Italian) to Barbara Bird barbara.bird@csn.edu by Sunday, October 27.

Title: Relevancy of Italian Studies in Optimizing Students' Professional Development and Career Prospects

Session type: panel

Organizer: Carla Cornette (University of Missouri)

In its 2024 report, *Expanding Access to Undergraduate Humanities Education: Models and Strategies*, the National Humanities Alliance (NHA) concluded from its survey of 1000 two- and four-year institutions that degree awards in humanities fields, including languages, has been steadily declining, particularly among students from historically underrepresented communities, including first-generation, Black, Latina, Pacific Islander, and Native American communities. One of the most common concerns among students was the perceived irrelevancy of the humanities on the job market after graduation, i.e., given the significant cost of earning a degree in American institutions, students and their parents need to be reassured they will be able to obtain gainful employment after graduation. From the detailed responses and follow-up interviews with 300 institutions, NHA compiled strategies that have proven effective in increasing enrollments in humanities courses and in the numbers of students seeking degrees in these fields.

What are we doing in Italian Studies to make evident to students and their parents that our courses (language, culture, literature, cinema, and interdisciplinary offerings) are relevant in enhancing their skill set and prospects for employment?

Proposals for a 15–20-minute presentation could include but are not limited to:

- Syllabus language and classroom conversations around the soft skills gained in Italian courses that are among the top qualities sought by employers as documented by the National Association of Colleges and Employers (NACE): Written and Oral Communication, Critical Thinking, Teamwork, and Professionalism
- Networking and showcasing former Italian major/minor graduates' successes in their chosen career field
- Organizing internship opportunities in Italian that incorporate students' professional aspirations: study abroad and local
- Portfolio development: in the place of antiquated final exams, students produce a portfolio across the semester/major/minor.

Please submit an abstract of no more than 250 words and a 50-word biography by November 1st to Carla Cornette at carla.cornette@missouri.edu.

Title: Enhancing Interdisciplinarity and Intercultural Competence through Games and Technology

Session Type: Panel

Organizers: Alessandro Ceteroni (University of Connecticut); Monica Martinelli (University of Connecticut); Federico Giannuli (University of Connecticut)

This panel focuses on theory-based and practice-based interventions aimed at developing students' critical thinking, socio-historical awareness, and global citizenship skills through various types of games, including language games, card games, board games, role-playing, and video games. In doing so, the panel explores how teaching, play, and cultural growth are connected. Topics for discussion include, but are not limited to:

- theories on building intercultural competence through games designed or adapted for second language acquisition;
- concrete examples of classroom activities integrating games and technology;
- processes involved in game design;
- comparative analysis of practices designed for different language proficiency levels.

Please send your proposal to Alessandro Ceteroni, alessandro.ceteroni@uconn.edu ; Monica Martinelli, monica.martinelli@uconn.edu ; Federico Giannuli, federico.giannuli@uconn.edu , including:

- paper title (15-word maximum)
 - paper abstract (300-word maximum)
 - full name, current affiliation, and email address
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Title: A Beautiful Mind: the fascination between art and science in the Italian language and culture

Session type: panel

Organizer: Morena Svaldi (Mount Holyoke College)

The relationship between humanity and the sciences is both captivating and complex. While there are remarkable instances throughout history of creators, artists, scientists, and scholars exemplifying this intriguing connection, most higher education programs in North America still tend to compartmentalize students' interests into distinct divisions, tracks, and programs with minimal integration. The prevailing notion often suggests that the humanities are linked to creativity, whereas science is tied to logic and empirical evidence. Studying languages and cultures not only enhances critical thinking skills and broadens cultural and global perspectives but also provides an ideal ground for linking diverse fields of study. This panel invites presentations that focus on the development of

Italian curricula, teaching materials, and projects designed to bridge the gap between the humanities and sciences. Presentations that investigate the interaction among various areas of study through the teaching and learning of the Italian language and culture as a second language are especially encouraged. Please send a 300 word proposal along with a short biography to mvaldi@mtholyoke.edu by Friday, October 25th.

Title: *Ungrading: The Key To Student Retention In The University Italian Classroom?*

Session type: panel

Organizers: Marina Melita (Marist College) and Sara Mattavelli (Chapman University)

Recent scholarship suggests that an emphasis on student grades in the classroom, both by students and their parents, does not necessarily result in higher grades or increased student satisfaction. Susan D. Blum's 2020 volume, *Ungrading: Why Rating Students Undermines Learning (and What to Do Instead)*, delves deeply into this issue, though not specifically within the context of language learning. If the primary focus of attending class is on grades rather than learning, what then motivates students to continue in Italian classes, especially if they do not achieve the success they had hoped for? How can we shift the focus from grades to learning? Will abandoning traditional grading practices help retain students and motivate them to continue with Italian throughout their college careers? Ultimately, what is the goal for the students in our classrooms? Is it the mastery of the Italian language, or is it something else?

This session invites proposals that address the following topics:

- Research and theoretical frameworks of ungrading
- Successful (or unsuccessful) experiences with ungrading in the language classroom
- Examples of ungraded activities (design and implementation)
- Alternative assessment practices (design and implementation)
- Student feedback on ungraded assignments

Please send a title, a 250-word abstract, and a short bio - in either English or Italian - to M. Marina Melita (president@aati-online.org) and Sara Mattavelli (mattavelli@chapman.edu) by October 28th.

Title: *Generative AI in Italian Basic Language Instruction: Best Practices for Language Production, Lesson Planning, and Feedback*

Session type: Panel

Organizer: James Fortney (University of Southern California)

The integration of generative AI into basic language instruction may very well already be transforming the future of Italian language education. This panel will explore the use of AI tools to enhance existing methodologies, focusing on their application in providing real-time feedback, optimizing lesson planning, and promoting student engagement in language production. How can our work as language instructors and the experience of our students be enhanced through Generative AI platforms, such as ChatGPT and language acquisition apps informed by generative AI.

This panel will attempt to present how AI can streamline lesson planning, offering teachers customized content creation that meets individual and group learning objectives. It will examine how AI-generated exercises, texts, and activities can be adapted to align with ACTFL proficiency guidelines and CEFR standards, particularly at the novice and intermediate levels. The panelists will address how AI can assist in developing balanced lessons, reducing teacher workload while maintaining high-quality instruction.

A key focus of the discussion will be on how AI can foster active language production through conversation practice, error correction, and vocabulary expansion. Practical examples will demonstrate how AI models simulate real-life language usage, enabling students to practice Italian in a low-pressure environment and receive instantaneous, tailored corrections that can then be utilized by their instructors to help students achieve even more proficiency gains. The panel will critically assess both the opportunities and challenges presented by generative AI, including potential ethical concerns, the need for teacher training, and the balance between AI-driven and human-centered learning.

This panel invites language instructors, researchers, and educational technologists to discuss best practices and share insights on how AI can be effectively integrated into Italian basic language courses to enhance teaching efficacy and student outcomes. Please send a 300 word proposal along with a short biography to fortney@usc.edu by Friday, October 25th.

Title: Working the ITAL/LATI Palindrome: Strategies of Collaboration Between Classical and Romance Language Programs

Session type: Roundtable

Organizer: Ilaria Marchesi (Princeton University)

This roundtable aims to explore innovative collaboration strategies between Ancient Studies programs which include the teaching of Latin and Romance language programs. Focusing on Italian as a case study and aiming at the creation of mutually integrated curricula, it invites reflections on the potential creation of cross-referencing and/or cross-listed courses to leverage the linguistic competencies learners have acquired in either Latin or Italian and maximize their progress in the target language. Offering a more nuanced set of entry points into a classical or modern-language curriculum and providing students with alternative tracks, such courses have the potential of being an asset for departments and programs.

Moving beyond the unilateral transfer-of-learning theories and studies which consider the impact of Latin knowledge on the acquisition of Romance languages in English speakers, participants will engage in discussions about curriculum design, pedagogical methodologies, and assessment techniques that recognize and build upon the students' background knowledge. By fostering interdisciplinary cooperation, this roundtable aims at creating a more cohesive and effective learning environment that not only promotes language proficiency but also deepens cultural understanding. Ultimately, it seeks to brainstorm ideas or share best practices and experiences, paving the way for future collaborations that enrich the study of both ancient and modern languages.

Both K-12 and college level teachers are encouraged to participate.

Please send a 300 word proposal along with a short biography to ila.marchesi@princeton.edu by Friday, October 25th.

Title: L'insegnamento della letteratura nella classe di lingua italiana come LS: approcci, teorie e percorsi edilinguistici per lo sviluppo della competenza letteraria

Session type: panel

Organizers: Graziano Serragiotto (Università Ca' Foscari, Venezia) and Giuseppe Maugeri (*Università di Urbino*)

Questo panel si occuperà di nuove tassonomie e percorsi di osservazione e di ricerca edilinguistica sull'insegnamento della letteratura nella classe di lingua italiana come LS. Obiettivo del panel è di dare evidenza a nuovi paradigmi e approcci alla letteratura nella classe di italiano affinché il testo letterario sia una risorsa per l'apprendimento del binomio lingua e cultura italiane.

Si potranno introdurre delle riflessioni (a) sulla centralità del testo letterario nella progettazione curricolare; (b) sull'allargamento del concetto di letterarietà e riflettere, parallelamente, (c) su quali tipologia di testi letterari introdurre in classe ai fini una maggiore motivazione allo studio da parte degli studenti. In questa direzione, potranno essere presentate (d) delle proposte didattiche praticabili e (e) strumenti- anche digitali-per promuovere in classe delle esperienze letterarie di tipo cooperativo connesse ai bisogni linguistici e formativi degli studenti di italiano LS.

Si prega di inviare un *abstract* di 250 parole ed una breve nota bibliografica entro il 31 Ottobre 2024 a serragiotto@unive.it e giuseppe.maugeri@uniurb.it

Title: Literature and the Audiovisual: New Pedagogical Perspectives

Session type: panel

Organizers: Fabio Battista (University of Alabama) and Matteo Pace (Connecticut College)

This panel seeks to explore innovative ways in which audiovisual media—including, but not limited to, film, television, and podcasts—are being employed as pedagogical tools in the teaching of Italian literature and culture at the undergraduate level. From classic film adaptations, such as Luchino Visconti's *Il Gattopardo* (1963) and Francesco Rosi's *Cristo si è fermato a Eboli* (1978), to streaming series, such as Max's *My Brilliant Friend* (2018-) and the new Netflix *Decameron* (2024), Italian literary masterpieces have consistently attracted the attention of directors, screenwriters, producers, and the public at large. Consequently, the teaching of Italian literature—particularly in translation, as is increasingly the case across US colleges and universities—has benefited from such products, which have long featured in college courses. This panel welcomes submissions that deal with any aspect related to this interaction from a pedagogical standpoint. How are instructors navigating the relationship between the texts they are teaching and their audiovisual afterlives? How does adaptation theory feature in syllabi and/or course materials? How can these products further the students' learning objectives? What new pedagogical strategies and approaches are proving the most effective in this process? What type(s) of assessment were developed to fit the needs of the learning objectives? What are the students' reactions and takeaways?

Please send a max. 200-word abstract and a 1-2 page CV to fbattista@ua.edu and mpace1@conncoll.edu by October 27, 2024.

Title: Challenges and Innovations in Italian Language Programs Direction

Session type: roundtable

Organizer: Sara Mattavelli (Chapman University); co-sponsored with AAUSC

As directors of Italian language programs, we navigate a complex landscape filled with unique challenges and opportunities. This call for papers seeks to address critical issues and explore innovative strategies in the management and development of Italian language programs.

Topics of interest include, but are not limited to:

- *Sustainability of Programs* – What strategies we can use when facing declining enrollments and changes in/erasure of the language requirement?
- *Curriculum development* – How can we design and maintain a relevant and engaging curriculum that meets the diverse needs of our students? How do we overcome the still present programs bifurcation?
- *Assessment practices* – How can we move away from traditional grading systems to more holistic and formative assessment methods that better reflect student learning and progress?
- *Advocacy and Communication* – how can we effectively communicate the relevance of language learning to students, parents, and university administrators/stakeholders? What strategies can we use to highlight the personal, academic, and professional benefits of multilingualism?

- *Professional development* – What are the most effective ways to provide ongoing professional development for our instructors to ensure they are equipped with the latest pedagogical strategies and tools?
- *Student support* - How can we offer adequate support services for our students, including tutoring, advising, and opportunities for immersive language experiences, to ensure their retention and success?

We invite proposals that provide insights, research findings, and practical experiences related to these topics. Contributions may include case studies, theoretical frameworks, and examples of successful initiatives.

Please send a title, a 250-word abstract, and a short bio in either English or Italian to Sara Mattavelli (mattavelli@chapman.edu) by October 28th.

Title: Revamp Italian Literature Courses

Session Type: Panel

Organizer: Sara Galli (Dickinson College)

The decreasing number of students in the Humanities has for sure had an impact on Italian literature courses. Although Italy has a literary canon that started around 12th century until nowadays, the works presented in many university courses are still influenced by some cliché which most of the time fails to represent the faceting of the realities of Italian culture. Despite Italy's history of prolific literary production, and its role as a reference point for European literature, the themes included in these courses seem out of touch with contemporary reality, and in many cases, the teaching methodology seems to follow old pedagogical styles. This lack of connection makes us question if and how, with such a rich heritage, we could update Italian courses' curricula to reach a wider audience and make our course more attractive to younger generations?

This panel explores new and different pedagogical approaches and perspectives on how the Italian literary syllabus can be revamped and remodeled. Proposals should focus on works that set outside and inside the Italian literary canon with examples of activities or strategies used in class. They can refer to any period of Italian literature, from the Middle Ages to the contemporary one, and be presented by teachers of all levels.

Submissions in English or Italian are welcome. Please send a title, a 250-word abstract, and a brief bio by October 28th at 23:59 Eastern Time by sending an email at gallis@dickinson.edu

Title: Teaching Italian Renaissance Women Writers: Voices and Contexts

Session Type: Panel

Organizer: Megan Tomlison (University of California, Los Angeles)

Italian Renaissance women writers, often overshadowed by their male contemporaries, are gaining increasing attention in academic curricula, highlighting how their works can illuminate the broader cultural, intellectual and social innovations of the period. Figures such as Vittoria Colonna, Veronica Franco and Moderata Fonte not only contributed to the literary landscape but also navigated the complex dynamics of gender and power in a male-dominated society. This session seeks to merge literary analysis with pedagogical strategies, welcoming interdisciplinary approaches from fields such as history, gender studies, and education. We invite proposals that offer innovative strategies for teaching these texts in ways that challenge students' understanding of Renaissance literature. Topics might include the negotiation of public and private spheres, how women writers engaged with contemporary male authors, or the broader implications of their work for understanding Renaissance humanism and intellectual culture.

Please send a 300 word proposal along with a short biography to mt604@G.UCLA.EDU by Friday, October 25th.

Title: Sharing Good News in Italian Studies

Session type: roundtable

Organizers: Tessa Gurney (University of Notre Dame) and Samantha Civitarese (University of Notre Dame)

In an era in which it is not uncommon to hear of the closure of one program or the imperilment of another, this roundtable celebrates the small triumphs in our field. As we remain vigilant lobbying for our field's at risk programs, we reserve a space here to celebrate successes—however small—and to share with others, in the hopes that similar successful programming can be replicated elsewhere. What implementation has helped your program build community on campus or helped Italian thrive? Has your institution seen a boost in enrollment linked to one particular initiative, or has a newly developed course, extracurricular offering, or study abroad program brought renewed interest to your program?

Please send a ~200 word proposal of a proposed five- to ten- minute presentation along with a brief biography to tgurney@nd.edu or scivitar@nd.edu by Friday, October 25.

Title: Navigating the Graduate School Experience as a Teacher of Italian

Session type: roundtable

Organizers: Samantha Civitarese (University of Notre Dame) and Tessa Gurney (University of Notre Dame)

Many graduate students function as instructors of record in their own courses, develop curricula, and coordinate multi-section courses while making progress toward their own degrees. This roundtable provides graduate students and faculty who work closely with them a space to discuss approaches that have helped graduate instructors thrive in the classroom and/or grow their teaching portfolios.

What teaching methods are you utilizing that are generating student engagement? How have you built community and fostered collaboration within your classroom? How are you managing your manifold identities as instructor, student, and individual? Have you found mentorship within and/or outside of your department? Faculty members, what measures have you and your colleagues taken to help graduate students effectively manage the delicate work-study balance?

Please send a ~200 word proposal along with a short biography to scivitar@nd.edu or tgurney@nd.edu by Friday, October 25th.

PRESIDENTIAL PANELS ON GRADUATE RESEARCH AND DISSERTATIONS

For all Presidential Panels, submissions in English or Italian are welcome, but presentations and excerpts **should be in the language** in which you are required to write your dissertation. Please send a title, 250 words abstract, which includes theories and methodologies used in your research, and a brief bio to both organizers: M. Marina Melita, *Marist College* (president@aati-online.org) & Daniele De Feo, *Princeton University* (vpuni@aati-online.org). If you have technological needs **other than** a digital projector and screen, please include that information as well.

PANEL #1

Title: Graduate Studies Research – Medieval, Renaissance, and Early Modern Studies

Organizers: M. Marina Melita, *Marist College* (president@aati-online.org) & Daniele De Feo, *Princeton University* (vpuni@aati-online.org)

This panel is intended for graduate students who are **not ABD or** working on their dissertation, at the time of the conference. Students are invited to submit an abstract in any area of Medieval, Renaissance, and Early Modern Italian / Italian Studies and not limited only to literature. We encourage papers with fresh or innovative perspectives on traditional works or themes that also reflect/use critical and contemporary theories.

PANEL #2

Title: Graduate Studies Research – **Modern and Contemporary Studies**

Organizers: M. Marina Melita, *Marist College* (president@aati-online.org) & Daniele De Feo, *Princeton University* (vpuni@aati-online.org)

This panel is intended for graduate students who are not ABD or working on their dissertation, at the time of the conference. Students are invited to submit an abstract in any area of Modern and Contemporary Italian / Italian Studies, including, but not limited to literature. We are especially interested in papers focused on new and/or critical issues such as Afroitalianità, DEI, LGBTQ+, Marginalized & Non-traditional voices, and digital humanities in Italian studies.

WORKSHOP: Dissertations in Progress

Organizers: M. Marina Melita, *Marist College* (president@aati-online.org) & Daniele De Feo, *Princeton University* (vpuni@aati-online.org)

This workshop is open only to graduate students who are ABD and in the process of writing their dissertations on any topic in the fields of Italian, Italian Studies, or the Italian Diaspora. Other related topics/fields will be considered as well. During the workshop, accepted students will receive feedback from respondents and other attendees. This workshop will be hands-on and depending on the number of submissions may be a double session. The goal is to help graduate students continue advancing on and further refining their dissertations.

During the workshop, students will briefly present their abstract and a short excerpt from their dissertations in progress. All accepted students will be required to send one chapter of their dissertation, as well as an outline of the overall work, in advance of the conference so respondents may prepare.

This workshop is a welcome and ideal opportunity for graduate students to work with a scholar in their field, as well as beyond their home institution.

Please note: The AATI has a limited number of travel grants available for graduate students. It is highly advised that all students who intend to attend the conference, apply for a travel grant and seek matching funds from their home institution. The Travel Grant link will be sent separately in the coming weeks and be available on the AATI Website.

UNDERGRADUATE RESEARCH IN ITALIAN OR ITALIAN-AMERICAN LITERATURE

Organizers: Steven Jacobs, Rutgers University (s.jacobs@rutgers.edu) and M. Marina Melita, Marist College (marina.melita@marist.edu)

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. **Faculty members are expected to attend the conference with their students.** Please send a 250-word abstract, brief bio, name of AATI member, affiliation, and A/V requests by November 1st, 2024 to the organizers below. The organizers encourage you to discuss this opportunity with your faculty member.

Title: Italian Americans on the Small Screen or Streaming

Session type: panel

Organizer: Ryan Calabretta-Sajder (University of Arkansas, Fayetteville) and Alan Gravano (Rocky Mountain University)

This session explores the role of Italian Americans via television, streaming services, commercials, etc. Breaking away from Robert Casillo's traditional definition of Italian-American cinema/media as "appl[ying] to works by Italian-American directors who treat Italian-American subjects," this panel attempts to expand e/o challenge this conceptualization. We are aiming to situate Italian-American media within a more contemporary and intersectional (race, class, gender, sexuality) debate about ethnic identity. As Jonathan J. Cavallero and Anthony Julian Tamburri have both pointed out, little serious academic attention has been afforded the field of Italian television. Thus, this session attempts to fill a much-needed lacuna in the field of both Italian Americana and television studies. We are open to theoretical approaches as long as original and haven't been previously published/presented. We hope this session will open a longer dialogue on the topic.

The session is open to any topic relating to

- Italian directors, producers, screenwriters, etc.
- Italian actors hired in “certain” roles e/o non-Italian actors hired in Italian roles
- Challenging the stereotypes of Italian Americans on and beyond the screen
- Role of Italian American stereotypes in commercials
- Thematic representations of material culture(s) via television/streaming

Please send a 200-250 word proposal along with a 100-word bio to both Ryan Calabretta-Sajder (rcalabretta@gmail.com) and Alan Gravano (Alan.Gravano@outlook.com) by November 1, 2024.

Title: The Language(s) of Italian Americans: Heritage and Evolution

Session type: panel

Organizer: Isabella Matticchio (University of Rijeka, Croatia)

As described by Haller (1987: 396), the Italian Speech Varieties in the United States include “*Standard*”, *dialectal Italian*, *Italianized dialect*, *pidginized American Italian* and *archaic dialects*. They highlight the rich and complex history of Italian migration and language evolution in the United States.

The session welcomes proposals that explore recent research on these Italian Speech Varieties as well as on the Italian Language used by Italians who migrated to the US in the last 30 years, which is still less investigated, as noted by Fellin (2014).

Potential topics include, but are not limited to:

- The Vitality and current state of Heritage Italo-Romance languages in the United States;
- The phenomenon of code-switching between Italian, English and other Italo-Romance languages;
- Patterns of language shift across Italian American generations;
- Attitudes of heritage language speakers’ toward Italian
- The role of Italian as a Heritage Language in the United States.

Submissions in English or Italian are welcome. Please send a 250-word abstract with title, short biography (200 words or less) by October 30, 2024 to isabella.matticchio@uniri.hr

Title: Pier Paolo Pasolini: Reconsiderations and New Rhetorical Approaches

Session type: panel

Organizer: Ryan Calabretta-Sajder (University of Arkansas, Fayetteville)

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.

Please send an abstract of 250 words, along with a brief biography and technology requests to rcalabretta@gmail.com by November 1, 2024

Title: Rethinking Postcolonial Italy through Contemporary Art

Session type: panel

Organizer: Qian Liu (Ohio State University)

Over the last few decades, immigration has profoundly impacted Italy's cultural landscape, with a diverse array of literary and cinematic productions transforming our perceptions of *Italianità*. Despite this socio-cultural shift, contemporary art has received limited attention. However, a growing number of young Italian artists have embarked on exploring ways to connect Italy's historical racial discourse to innovations in contemporary (installation) art, as also reflected by the thematic shifts in both local and international art events, such as the 2024 Venice Biennale. Many of these artists also maintain research-based practices, combining scholarship with contemporary art practices to foster more inclusive and radical interpretations of colonial memory, racial imaginaries, and the politics of mobility. This panel invites contributions that focus on the role of contemporary art in mobilizing Italy's public imagination surrounding race, colonial memory, and postcolonial anxieties. What are the political implications of postcolonial art in response to the Western/Italian art canon? How does art uniquely contribute to current debates on Italy's postcolonial reorientations? How can postcolonial art challenge the colonial fetishization of the colonized without replicating the grammar of violence? Equally important, what would be the significance of artistic collaboration, festival venues, or research institutions in this context? Possible topics may include, but are not limited to experimental art, memory studies, museum studies, urban space, art and ecology, race and coloniality, postcolonial theory, art history, diaspora studies, aesthetics and politics, art events and festivals, and critiques on institutions. Please send a 150-200 word abstract and a short bio to Qian Liu, at liu.12199@osu.edu, no later than October 29^t

Title: Raccontarsi in musica: l'autobiografia nella canzone italiana.

Session type: Panel

Organizer: Gaspare Trapani

In uno dei suoi saggi, la critica Lidia De Federicis, a proposito del rapporto fra letteratura ed altre arti, osserva: “canzoni e musica rock, letteratura di consumo e *serial* televisivi soddisfano i bisogni di immaginario, sollecitano una fruizione estetica omologa alle funzioni affidate da sempre alla letteratura e spesso si rifanno, nei temi e nelle forme, a modelli di ascendenza letteraria *alta*” (Caon: 2022). Una volta rivendicato il parallelismo tra testi letterari e musicali è, dunque, possibile identificare all'interno della musica pop italiana, cantautori e cantautrici, e attraverso questi/e, interpreti che hanno sviluppato o cantato testi profondamente legati alle loro vicende personali facendone uno strumento autobiografico di narrazione intima e riflessiva.

Da Fabrizio de André a Big Mama, dal rap alle canzoni scritte da autori ed autrici su misura per interpreti italiani/e, temi come l'infanzia, il rapporto con la famiglia, la nostalgia, la crescita personale, la ricerca d'identità, il superamento di difficoltà emotive, esperienze personali di violenza o disagio sono diventati una lente attraverso cui raccontare storie collettive in cui il personale diventa universale.

Partendo dalla definizione di Philippe Lejeune, all'interno de *Il patto autobiografico*, per la quale l'autobiografia è un “racconto retrospettivo in prosa che una persona reale fa della propria esistenza, quando mette l'accento sulla sua vita individuale, in particolare sulla storia della sua personalità” (Lejeune: 1986), in questo panel ci si propone di dibattere la questione dell'autobiografia nella musica pop italiana, attraverso relazioni su testi e cantanti italiani/e che hanno fatto della memoria personale, del diario intimo, della *tranche de vie*, il loro presupposto artistico, stimolando prospettive critiche e approfondite sul legame tra autobiografia e canzone pop e sulla funzione narrativa e autobiografica della canzone stessa.

Si prega di inviare un *abstract* di 250 parole ed una breve nota bibliografica entro il 31 Ottobre 2024 a ergogaspare@hotmail.com

Title: Gendering the Cinema of the South

Session type: panel

Organizers: Ryan Calabretta-Sajder (University of Arkansas, Fayetteville)

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:

- 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?

Please send an abstract of 250 words, along with a brief biography and technology requests to rcalabretta@gmail.com by November 1, 2024.

Title: Literature and Naples, Understanding the City through the Written Word

Session type: panel

Organizer: Alan G. Hartman (Mercy University)

Naples is one of Italy’s largest cities and the most densely populated. Known for its dynamic culture, unique dialect, and rich cultural as well as musical legacy, this former capital city is major cultural and historical touchstone for Southern Italian culture. Naples is especially a city that has long fascinated its inhabitants and visitors alike, often leaving both populations with contrasting experiences and understandings of the Southern Italian metropolis. Naples’ essence as a port city furthers its dynamic legacy, both serving as an important destination since its founding that led to the city’s deeply cosmopolitan makeup as well as the departure point for millions of Southern Italian emigrants. In this panel we will seek to explore how writers see Naples and what that means to understanding the city

and its people. Papers regarding all genres and periods of literature are welcome, and those regarding literature in the late twentieth and twenty first centuries are especially encouraged. Those interested in presenting at this panel should send abstracts to Dr. Alan G. Hartman at AHartman@Mercy.edu by October 25th.

Title: Queering Italian Studies

Session type: panel

Organizer: Ryan Calabretta-Sajder (University of Arkansas, Fayetteville)

The focus on gender in Italian Studies has come to the forefront within the last five years both in Italy and North America. Whether it is a 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:

- 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

Please send an abstract of 250 words, along with a brief biography and technology requests to rcalabretta@gmail.com by November 1, 20224.

Title: Renaissance Chivalric Epic and Popular Culture

Session type: panel

Organizer: Jo Ann Cavallo (Columbia University)

The chivalric narratives of Pulci, Boiardo, Ariosto, Tasso, and other canonical Renaissance authors have been reimagined through the centuries in various popular cultural traditions. These reworkings have been transmitted most notably in Sicilian puppet theater and the Tuscan-Emilian epic Maggio (folk opera), but also through hand puppet theaters of northern Italy and singers and storytellers of various regions. By bringing attention to Renaissance chivalric texts refashioned in popular folk

traditions, this panel aims to cross temporal and geographical boundaries (medieval and modern, southern and northern Italy) as well as social and formal ones (elite and popular culture, written and oral literature, poetry and prose). Especially welcome are abstracts proposing a close analysis of episodes, scripts, staged performances, songs, and artwork, combined with attention to the social, geographical, and historical context. Corollary issues may include, but are not limited to, orality and literacy, the concept of (popular) culture, the performance aspects of verbal art, and adaptation as a form of creative interpretation. The panel seeks to embrace various disciplines, such as literary criticism, performance theory, social history, and cultural anthropology, as well as (in bringing these materials into the classroom) pedagogy. Please send a 300 word proposal along with a short biography to jac3@columbia.edu by Friday, October 25th.

Title: Art and Senses in Italian Culture

Session type: roundtable

Organizer: Daniele De Feo (Princeton University)

Sensation is not just a matter of physiological response, it is, as David Howes argues, “the most fundamental domain of cultural expression...the values through which all values and practices of society are enacted” (*Sensual Relations*, xi). The senses are intrinsically linked to all human processes and activities, becoming fundamental in cultural, philosophical, literary and artistic studies, as well as, material of intense debate throughout the centuries. From the Platonic hierarchy of the *deceiving* senses, to Alexander Baumgarten’s definition of *aesthetics* in the 18th century; from the sensorial celebration found in the poetry of Keats, to Oscar Wilde who reminds us that “nothing can cure the soul but the senses”:we come to understand that art and the senses are wholly interwoven. In the humanities there are a multitude of approaches to sensorial examination, however, one notion becomes clear: just as much as art attempts to represent sensory experiences, it also tries to stimulate them. Whether the use of rhetorical devices such as the Dantean synesthetic *silent sun* (*Inferno* I), or Pietro Paolini’s painting *Allegory of the five senses*, the arts play with our sensorial perceptions in order to push the boundaries of its production, while privileging different senses throughout historical trends and movements: from the classically lauded sight and vision, to the 19th-century materialist praise of the corporeal and quotidian taste, touch and smell, we come to realize that the use of the senses are an art as much as they perceive and inspire it. This panel explores the interplay between art and the senses in Italian cultural production. Send a 200 word abstract and brief bio to danieled@princeton.edu

Title: Transnational Perspectives on Work and Labor in Italian Literature and Cinema

Session Type: Panel

Organizers: Alessandro Ceteroni (University of Connecticut); Monica Martinelli (University of Connecticut); Federico Giannuli (University of Connecticut)

This panel examines literary and cinematic representations of work and labor, encouraging the adoption of global and transnational perspectives. The panel seeks to reassess the historical significance and contemporary relevance of literary and cinematic works through the lens of *lavoro*, with the aim of opening new paths for research and enriching the teaching of Italian language and culture. Potential discussion topics include, but are not limited to:

- Representations of specific types of labor from a global perspective, including peasants, factory workers, office employees, and others;
- Migrant labor;
- Depictions of work in the Mediterranean region;
- Women's labor, including domestic work, waged labor, and professional roles;
- Worker exploitation, such as servile and enslaved labor, the black economy, and harsh or degrading work conditions;
- The conflict between capital and labor in the age of globalization;
- The dignity of labor, understood as a means of economic and social empowerment for individuals and their families;
- Shifts in attitudes toward work, especially in response to technological advancements.

Please send your proposal to Alessandro Ceteroni, alessandro.ceteroni@uconn.edu ; Monica Martinelli, monica.martinelli@uconn.edu ; Federico Giannuli, federico.giannuli@uconn.edu , including:

- paper title (15-word maximum)

- paper abstract (300-word maximum)

- full name, current affiliation, and email address

Title: Exploring Intersectionality and Internal Mobilities through Italian Media

Session type: panel

Organizers: Elisabetta Sanino DAManda (Rochester Institute of Technology), Giusy Di Filippo (College of the Holy Cross)

Italian television stands as a powerful reflection of societal dynamics, influencing and reflecting cultural narratives, yet its exploration within language learning materials often lacks depth, particularly in addressing intersectionality and diaspora experiences. Our project will analyze pivotal moments in Italian television, film, and pop culture history, highlighting the intersections of gender, sexualities, race, and disabilities in media representation. Moreover, this panel seeks to examine how Italian media narratives portray diaspora experiences, shedding light on the complexities of identity and belonging.

Please send a 300 word proposal to damanda5@yahoo.com and gdifilip@holycross.edu by Friday, October 25th.

Title: The Italian Diasporas: Movements, Motivations, Metamorphoses

Session type: panel

Organizers: Ryan Calabretta-Sajder (University of Arkansas, Fayetteville)

*I came to American because I heard the streets were paved with gold.
When I got here, I found our three things: First, the streets weren't paved
with gold; second, they weren't paved at all; third, I was expected to pave them.*

While Italy has offered refuge to numerous groups throughout the ages, it has also incited emigration for various reasons, including the *fuga dei cervelli* that motivates migration today. The stories and visual representation of integration, assimilation, segregation, or refusal comprise a rich mosaic of Italian diaspora studies.

This panel aims to articulate political, historical, and cultural particularities of this dispersion of people from their homeland. What movements, motivations, and metamorphoses might be said to characterize the individual and/or collective Italian experience. We welcome interdisciplinary papers in English or in Italian across fields such as history, visual and media culture, literature, linguistics, sociology, anthropology, etc.

Some guiding questions the session may address include the following:

- How have the arts influenced Italian Diaspora studies and vice versa?
- Where and how have Italian immigrant culture(s) evolved?
- What relationships exist between migrants from yesteryear and those newly arrived (Italian and/or from other ethnicities)?

Please send a 250-word abstract, with a brief bio and a short bibliography to both Ryan Calabretta-Sajder (rcalabretta@gmail.com) by November 1, 2024.

Title: *Forgotten Women: Examining the Lack of Female Presence and Voices in the Canons of Italian*

Session type: panel

Organizer: Marina Melita (Marist College)

Though women comprise 51% of humanity, their presence in Italian literature, film, theatre, and music, is often erased from history for many reasons, such as a lack of documentation, a concerted effort to "not remember," or the simple devaluing of their works. This panel aims to bring women in Italian Arts and Literature to the forefront, focusing on the common themes, contributions, public perception, and legacies of those who have been overshadowed and/or forgotten by the march of time. In addition to bringing these women and their works into the light, we will discuss the impacts of these new voices into the classroom, whether in a grammar, literature, or cultural course, and how we can use them to expand the knowledge base in each field without necessarily "canceling" more commonly used texts, art works, films, etc. Please send a title, 250 words abstract, short bio and technological needs, in either English or Italian to M. Marina Melita (president@aati-online.org).

NB: If you submitted a proposal to this session for the 2023 conference in Catania and were accepted, you are welcome to submit a new proposal, but it must be on a different topic from that of 2023.

Title: *Remembering Michela Murgia*

Session type: panel

Organizer: Daniela Cunico Dal Pra (University of North Carolina)

This session will explore the works and legacy of Italian novelist, playwright, radio personality, and civil rights activist Michela Murgia, who passed away in 2023. Murgia was a feminist and an anti-fascist who fought tirelessly for the rights of the oppressed, and counted several members of the queer community among her chosen family. We are particularly interested in proposals that consider not only the intersectionality of Murgia and her work, but also those that consider ways and opportunities to bring Murgia's work into our classrooms.

Submissions in English or Italian are welcome. Please send a 250-word abstract with Title, short biography (200 words or less) by October 30, 2024 to cunicodaniela@gmail.com

Title: Jewish Culture within the Italian Landscape

Session type: panel

Organizer: Ryan Calabretta-Sajder (University of Arkansas, Fayetteville)

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 remembers the 500th Anniversary of the Jewish Ghetto in Venice and 100th Anniversary of Giorgio Bassani's birth, one of Italy's most noted Jewish Italian authors. This panel aims to explore any intersection(s) of Jewish and Italian identity. Some themes include, but are not limited to the following:

- 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

Please send an abstract of 250 words, along with a brief biography and technology requests to rcalabretta@gmail.com by November 1, 2024.

Title: Consuming Italy: Representations of Food in Italian Culture

Session type: panel

Organizer: Daniele De Feo (Princeton University)

In a socio-political context food, or the lack thereof, becomes significant imagery for the definition of a society and its luxuries or inadequacies. It becomes an agent of power or oppression, a metaphor for sex and gender, as well as a means of exchange and community. As consequence, food, with all its

anthropological realities, is innately symbolic— it is indicative of worlds of archetypes and paradigms that permeate our conscious and unconscious reality. From written text to visual arts, the form and function of gastronomic identities create a narrative that directly allocates the individual within a body politic. Whether as desire or transgression, whether corporal or spiritual— the representation of food is the representation of what it means to be an Italian in a specific time and space. It is through Manzoni we see banquets juxtaposed with grey polenta; with Verga we see a meal of moldy bread and a hunger that transcends generational boundaries. Through Calvino we equate *sapere* with *sapore* and through Vittorini we see an entire lineage rediscovered with one bite of cheese. From Arcimboldo to Morandi, from the Renaissance to Futurism we learn that food is subject of art as much as art is part of the way we conceive food. With the popularity of movements such as Slow Food and locovorism, what Montanari reminds us becomes ever more relevant: *Food Is Culture*. Send a 200 word abstract and brief bio to danieled@princeton.edu