



AMERICAN ASSOCIATION OF
Teachers of Italian



AATI ANNUAL CONFERENCE 2026



University of Arkansas
Rome

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<https://aati-online.org/events/aati-annual-conference-2026/>

Open sessions

Title: **Roma nel racconto orale. Ricordi, emozioni e storie di vita dal 1920 a oggi**

Session type: panel

Organizers: Patrizia Piredda (Oxford University)

L'evoluzione dell'area metropolitana di Roma nel corso dell'ultimo secolo, soprattutto a partire dagli anni Sessanta, ha modificato il tessuto sociale e culturale tanto dei quartieri tradizionalmente popolari quanto delle periferie, con ricadute sull'espressione orale e sulla memoria individuale e collettiva. La migrazione, che nel Novecento riguardava soprattutto le regioni dell'Italia centrale e in parte quelle meridionali, adesso ha un forte stampo internazionale, il quale contribuisce a trasformare il modo in cui la memoria cittadina si trasforma, sia nei contenuti che nelle forme espressive. Questa sessione invita studiose e studiosi di varie discipline (studi letterari, storici, linguistici, socio-antropologici, filosofici, ecc.) a presentare paper che investigano come Roma e i suoi dintorni e la società romana si siano trasformati nell'arco di un secolo, prendendo in considerazione la dimensione del racconto orale. Saranno considerate proposte in italiano o in inglese che includono:

- Archivi e ricerche di storia orale su Roma e il Lazio;
- L'immagine di Roma nei ricordi di generazioni differenti;
- Fascismo e seconda guerra mondiale a Roma nella storia orale del XXI secolo;
- Evoluzione socioculturale dell'area metropolitana di Roma;
- Emozioni, etica e saggezza pratica nel racconto orale romano.
- Il linguaggio e le espressioni tra italiano e dialetto nelle interviste orali

Si prega di mandare l'abstract a patrizia.piredda@oxfordalumni.org entro il 7 november.

Title: **Deledda and Rome: One Hundred Years Since the Nobel Prize in Literature**

Session Type: Panel

Organizers: Angela Guiso (Coordinatrice del Comitato Scientifico AES) and Virginia Picchiatti (The University of Scranton)

The commemoration of the one-hundredth anniversary of Deledda's being awarded the Nobel Prize also provides the opportunity to celebrate Rome, where the author spent most of her life and which is thus an important place in her life story. In Deledda's letters, short stories, and novels, Rome takes on significance both as geographical space and as inspiration for her writing. In novels such as *Nostalgie* and *Nel deserto*, the Eternal City is the emotional center around which revolves a narrative featuring a female protagonist. Meanwhile, in short stories such as "Viali di Roma," "La Roma nostra," and "Il cedro del Libano," which also showcase a city experiencing expansion, a suburban Rome, a humble city, albeit refined, we clearly witness Deledda's deliberate choice to cast the Eternal City—she, a native of Sardinia—as inspiration for her writing and the ideal setting for her growth and success.

Rome, therefore, is first and foremost a metaphor for Deledda's emancipation and liberation from insular constraints, and secondly, the subject of her literary writing and of reflections and insights that she shared with friends in her many letters. Finally, but just as significant, it is the city in which Deledda forged friendships with writers and artists who would influence both her life and narrative production in different moments of her lifetime. Session questions include how Rome shapes Deledda's protagonists' lives; if female protagonists find emancipation living in Rome; which differences does Deledda note in her letters between life in Sardinia and life in Rome.

Please send an abstract of 200-250 words and a short biography of 100-150 words by October 31 to Angela Guiso (angelaguiso@gmail.com) and Virginia Picchiatti (virginia.picchiatti@scranton.edu).

Title: Rome in Global Literature: Case Studies from Research and from Classes

Session Type: Panel

Organizer: Laura Benedetti (Georgetown University) and Luca Zipoli (Bryn Mawr College)

From the urban adventures that Benvenuto Cellini recounts in his autobiography to the description of the wartime neighborhoods that Elsa Morante offers in her historic novel, Rome has always occupied a distinctive place in the literary imagery, both within and beyond the Italian context. In this panel we seek to investigate some crucial places, moments, and ideas in the Italian and international reception of this ancient capital of global culture as well as best teaching practices about potential pedagogical uses in class of this diverse tradition of texts, authors, themes, and media. In this session we adopt a trans-historical and inter-disciplinary perspective and we welcome proposals on themes that can span from scholarly investigation of case studies to the discussion of coursework and class activities that engage with such topics. The aim of this session is to better frame the complex identity of Italy's capital and to try to understand whether it is a museum to be preserved, a laboratory of urban innovations, or a combination of past and future, beauty and horror, glory and misery. For consideration, please email 1) a title, 2) a 250-words abstract, 3) a 150-words bio, and 4)

For consideration, please email 1) a title, 2) a 250-words abstract, 3) a 150-words bio, and 4) a resume by November 1, 2025, to lb227@georgetown.edu and lzipoli@brynmaur.edu

Title: The Spirit of Roman Satire: From Stage to Screen

Session Type: Panel

Organizer: Laura Caparrotti (Kairos Italy Theater)

Roman humor—better defined as satire—has deep historical roots reaching back to the very birth of the city itself and even earlier traditions in Latium. This distinctive form of wit has shaped not only how Romans perceive life but also how they express it through art. Over the last century, theater and cinema have served as powerful vessels for this satirical voice, evolving in tone, subject, and social critique while maintaining its unmistakably Roman identity.

This session proposes to explore the evolution of Roman satire in both theater and film, examining how it has reflected social change, political context, and shifting cultural identities from the early twentieth century to the present. Through the works of artists such as Ettore Petrolini, Franca Valeri, Alberto Sordi, Vittorio Gassman, Gigi Proietti, Monica Vitti, and Enrico Brignano, we will trace how humor became a defining expression of the Roman spirit—ironic, self-deprecating, and profoundly human.

My presentation will focus particularly on Franca Valeri, one of the most brilliant interpreters of Roman satire. Her characters embody the sharp intelligence, irony, and social awareness that characterize the best of Roman humor. As an actress, I will also perform selected sketches by Valeri, bringing her voices to life on stage to illustrate how performance transforms satire into a living dialogue between artist and audience.

Conceptual Goals / Takeaways:

1. To understand how Roman satire evolved from its ancient roots to its twentieth-century expressions in theater and cinema.
2. To explore how humor functions as a tool for social critique and cultural identity in postwar Rome.
3. To experience, through live performance of 1960/70s sketches by Franca Valeri, how mid-century Roman satire captured the voice, irony, and everyday realities of its time while remaining relevant today.

Please send a 200-250 word abstract and a 100 word biography to imagekit@gmail.com

Title: Rome's Urban Poetry

Session Type: Panel

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

This panel invites submissions that explore the rich tradition of urban poetry in the city of Rome: from the material representation of verse in public spaces to the sites of the city as the subjects themselves of poetic creation, Rome has been a city embedded in its people's words for centuries. From *poesia romanesca* to Italian-language verse spanning genres and mediums, this session aims to examine Rome both as a city where poetic culture has long played a prime role in its residents' lives, and as a subject and source of inspiration. Possible topics might include, but are not limited to: anonymous verse; mural poetry and *scritture esposte*; *pasquinate* and talking statues; memorials and epigraphs; urban vernacular(s), *romanesco*, and *romanaccio*; Rome's *cinema di poesia*; poetics of urban architecture; Rome's political poetry; poetry *urbi et orbi*...

Please send a max. 200-word abstract and a 1-2 page CV to Fabio Battista (University of Alabama, fbattista@ua.edu) and Matteo Pace (Connecticut College, mpace1@conncoll.edu) by November 8th, 2025.

Title: Cinematic Representations of Rome

Session Type: Panel

Organizer: Ioana Raluca Larco (University of Kentucky)

Since the beginning of cinema, movie makers have turned to the “Eternal City” as a source of aesthetic inspiration and intellectual debate. Rome has been widely represented in films through references to Antiquity, as a “character”, *mise en scène* or for its symbolic value in relation to (individual and collective) memory and identity construction or political, social and aesthetic analysis.

This open session invites papers that discuss any aspect related to the following themes, and others:

- (versions of) Ancient Rome in silent and/or “sword-and-sandal” movies
- pre and post-WWII
- Americans in Rome and Rome in America
- Fellini's Rome
- Architectural and urban space

Please send a 200-word abstract and a 100-word bio to ioana.larco@uky.edu by November 10, 2025.

Title: Italy/Rome as a Landscape for Non-Italian Literature**Session Type:** Panel**Organizer:** Ryan Calabretta-Sajder (University of Arkansas)

This session explores Italy—and Rome in particular—as a vibrant landscape for non-Italian literature from the early modern period to the present. Across centuries, writers from abroad have reimagined the Italian peninsula as a space of inspiration, transformation, and discovery, making it a stage for personal and literary encounters. Shakespeare set more than a dozen plays in Italian cities, including Rome, Verona, Venice, and Padua, drawing on local color and political intrigue to create iconic dramas and comedies. The literature of the Grand Tour saw poets and novelists such as Lord Byron, Goethe, Percy Shelley, and Henry James crafting narratives of travel, encounter, and identity amidst Italy's ruins, landscapes, and cosmopolitan cities. Americans in Italy—including authors like Edith Wharton, Nathaniel Hawthorne, and more recently Jhumpa Lahiri—have continued this tradition, reflecting on cross-cultural encounters and the enduring allure of Rome. This panel welcomes papers that examine Italy's significance as an imaginative setting for writers from outside its borders, considering the creative, political, and aesthetic uses of place in works that construct, challenge, or reinvent Italian identities. Interdisciplinary, comparative, and transnational approaches are encouraged. This session invites papers exploring Italy, and Rome in particular, as a dynamic landscape for non-Italian writers from the Renaissance to the present. For centuries, international authors have found inspiration in Italy's history, culture, and scenery, transforming the peninsula into an imaginative setting for works of drama, travel, and fiction. Shakespeare set many of his plays—such as *Julius Caesar*, *Romeo and Juliet*, and *The Merchant of Venice*—in iconic Italian locales, using them for intrigue and romance. The literature of the Grand Tour, with figures like Byron, Goethe, and Shelley, crafted narratives of self-discovery and artistic growth amid ruins and picturesque vistas. Americans such as Henry James, Edith Wharton, and contemporary writers like Jhumpa Lahiri have continued to engage Italy's literary landscape, using Rome and its environs to reflect on identity, displacement, and belonging. This panel seeks proposals that critically examine how Italy functions as more than a backdrop, becoming central to narratives that embrace or challenge the mythos of Italian culture and place. Comparative and interdisciplinary approaches are welcome, as are papers considering transnational perspectives on Italy's enduring role in world literature.

Please send an abstract of 250 words, along with a brief biography and technology requests to rcalabretta@gmail.com by November 7, 2025.

Title: Reconfiguring Rome: Women Writers and the City

Session Type: Panel

Organizer: Andrea Baldi (Rutgers University)

This panel invites papers that examine how women writers—such as Matilde Serao, Sibilla Aleramo, Anna Maria Ortese, Alba de Céspedes, and Igiaba Scego, among others—have textualized Rome not simply as a historical or social backdrop, but as a site of personal, political, and cultural engagement. Through a gendered lens, these authors challenge dominant narratives of the Italian capital, foregrounding questions of female subjectivity, memory, and displacement. Their works subvert Rome's canonical image and offer a more complex cartography of place and identity, proposing more inclusive urban imaginaries.

Please send an abstract of 250 words, along with a brief biography and technology requests to abaldi@italian.rutgers.edu by November 7, 2025.

Title: **Rome and Its Historic, Cultural, Artistic, and Gendered Legacies**

Session Type: Panel

Organizer: Consuelo Lollobrigida (University of Arkansas Rome Center)

As part of the upcoming AATI Conference in Rome, the University of Arkansas Rome Center invites proposals for a panel dedicated to exploring the city's exceptional role in shaping artistic, cultural, intellectual, and social history, with a particular focus on the contributions and representations of women.

For centuries, Rome has been a center of political power, artistic innovation, religious expression, and cultural exchange. From antiquity to today, it has served as a stage for dialogue across disciplines, traditions, and geographies. This panel aims to illuminate the city's multifaceted heritage and the figures who have helped define it.

We especially welcome proposals that examine women's roles in shaping Rome's identity — as patrons, artists, writers, performers, intellectuals, and cultural agents — and their impact on artistic and social narratives.

Topics may include:

- Artistic patronage and innovation.
- Women's contributions to Rome's cultural, linguistic, and political life.
- Gendered perspectives on Roman history and society.

- The city's-built environment and its cultural identity.
- Women and religious institutions.
- Preservation and reinterpretation of classical heritage.
- Rome in travel narratives and Grand Tours.
- Representations of women in literature and visual culture.
- Modern and contemporary feminist perspectives.

Submission Guidelines:

Proposals (max. 300 words) and a brief CV (1–2 pages) should be sent by November 7th, 2025, to clollobr@uark.edu

Title: Pirandello's Rome: Modernity, Performance, and Power

Session Type: Panel

Organizer: Lisa Sarti (CUNY) and Michael Subialka (University of California Davis)

This panel explores the multifaceted relationship between Luigi Pirandello and the city of Rome as an urban landscape that shaped, and was in turn reshaped by, his literary imagination. Although born in Sicily and often associated with the island's psychological and social tensions, Pirandello spent much of his creative life in Rome, a city that became both the stage and the metaphor for his reflections on modernity, identity, and performance. Rome in the early twentieth century was a city of paradoxes: at once ancient and modern, provincial and cosmopolitan, animated by a restless drive toward artistic innovation yet constrained by the tightening grip of political power. In Pirandello's narratives and plays, this tension often surfaces as a drama of visibility and disguise, where public and private selves collide.

The panel invites papers both in English and in Italian engaging with Pirandello's Roman milieu in its broadest sense, from the city's theatrical institutions and cultural politics to its influence on his representations of urban life, gender, and social mobility. We also welcome comparative and interdisciplinary approaches that situate Pirandello alongside other writers, artists, and filmmakers who have grappled with Rome as a symbolic or material site of modern identity. By reconsidering Pirandello through the lens of the capital, the panel aims to illuminate how Rome functioned not merely as a backdrop but as a dynamic force in the dramatization of the self and the fragmentation of modern experience.

Please send an abstract of 250 words, along with a brief biography to lsarti@bmcc.cuny.edu and msubialka@ucdavis.edu by November 7, 2025. .

Title: Italiano L2 e cittadinanza: lingua, partecipazione democratica e inclusione sociale

Session Type: Panel

Organizer: Roberto Dolci, Barbara Raddi, Borbala Samu (Università per Stranieri di Perugia)

La conoscenza della lingua italiana non è solo un requisito funzionale per l'integrazione sociale, ma rappresenta anche una condizione essenziale per l'esercizio della cittadinanza attiva e democratica. Come afferma Zagrebelsky, «Più sono le parole che si conoscono, più ricca è la discussione politica e, con essa, la vita democratica» (2009). Questa sessione intende esplorare il ruolo dell'insegnamento dell'italiano come strumento essenziale non solo per l'educazione linguistica ma anche per l'educazione civica e sociale e come leva per partecipazione alla vita democratica e politica, in particolare da parte di migranti adulti e cittadini con background linguistici e culturali diversi. Saranno accolti contributi che esplorano la relazione tra competenza linguistica e partecipazione alla vita pubblica, lo sviluppo di abilità volte a comprendere i principi e le regole della democrazia, a interagire nei contesti politico-sociali, a decifrare il significato del linguaggio politico, nonché pratiche didattiche che promuovano un'educazione linguistica orientata in senso civico e democratico. Particolare attenzione sarà dedicata a progetti sperimentati in contesti urbani segnati da marginalità e segregazione, con un **focus sulla città di Roma** come esempio emblematico.

Si invitano proposte e contributi, tra gli altri, sui seguenti temi:

- percorsi integrati di educazione linguistica e civica;
- ricerche sul rapporto tra competenza linguistica, senso di appartenenza e partecipazione politica;
- esperienze di formazione linguistica in contesti urbani svantaggiati, in Italia e all'estero;
- il ruolo di insegnanti, associazioni e istituzioni culturali come agenti di inclusione democratica;
- progetti e laboratori sulla comprensione del linguaggio politico in contesto L2.

Obiettivi della sessione

- Analizzare il ruolo della lingua come strumento di cittadinanza attiva.
- Esplorare strategie didattiche per promuovere l'educazione linguistica in senso civico e democratico
- Riflettere sull'insegnamento dell'italiano L2 in contesti di marginalità urbana e sociale.

Le proposte, in italiano o in inglese, dovranno indicare titolo, abstract (max. 250 parole) e breve nota biografica (100-150 parole) dell'autore/autrice, entro il 10 novembre 2025 a

Roberto.Dolci@unistrapg.it, barbararaddi@yahoo.it, borbala.samu@unistrapg.it

Title: *Lingua, musica e società contemporanea nei percorsi didattici con la trap*

Session Type: Panel

Organizers: : Yahis Martari (Università di Bologna), Borbala Samu (Università per Stranieri di Perugia)

La canzone trap, un tempo circoscritta al contesto statunitense, si è progressivamente affermata come fenomeno musicale globale, fino a divenire una delle forme espressive più popolari anche in Italia. La sua diffusione rende la trap non solo un fenomeno culturale di rilievo, ma anche una chiave di lettura per analizzare dinamiche contemporanee legate a identità, lingua, cultura e società. La sessione intende esplorare le potenzialità della trap come risorsa didattica, soprattutto nell'ambito dell'educazione linguistica e interculturale. Particolare attenzione sarà rivolta a contributi che presentino esperienze e progetti sperimentati in contesti concreti L2 o LS: corsi di lingua per migranti adulti, scuole con elevata presenza di alunni con competenza limitata nella lingua di scolarizzazione, scuole italiane all'estero e scuole internazionali, **laboratori extracurricolari**, percorsi universitari, **corsi di lingua per adulti** in contesti non scolastici, ambienti di apprendimento online, nonché corsi di formazione per insegnanti in cui la trap sia stata utilizzata come esempio di risorsa metodologica.

Si invitano proposte di comunicazione che si focalizzino, tra gli altri, sui seguenti temi:

- trap e identità culturali, sociali e linguistiche, con particolare attenzione ai contesti urbani e giovanili;
- lingue, varietà e codici espressivi nei testi;
- percezioni, credenze dei docenti e rappresentazioni della “correttezza linguistica” nell'integrazione della trap nei percorsi educativi;
- trap come specchio della diversità linguistica, sociale ed etnica delle città contemporanee, con specifico riferimento alla realtà romana;
- canzoni trap come stimolo alla riflessione critica su inclusione/esclusione e alla valorizzazione della diversità linguistica e culturale.

Obiettivi della sessione

- Analizzare il linguaggio della trap come laboratorio linguistico e culturale, soprattutto attraverso esperienze didattiche concrete
- Riflettere criticamente sul rapporto tra norme educative e usi linguistici reali, a partire da percorsi sperimentati
- Esplorare strategie didattiche innovative per promuovere plurilinguismo, inclusione e consapevolezza socioculturale, valorizzando casi concreti di applicazione

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Le proposte, in italiano o in inglese, dovranno indicare titolo, abstract (max. 250 parole) e breve nota biografica (100-150 parole) dell'autore/autrice a : yahis.martari@unibo.it e borbala.samu@unistrapg.it

Title: Beyond the Classroom: Growing Program Interest through Extracurricular Engagement

Session Type: panel

Organizer: Teresiana Matarrese (Cal Poly)

This panel invites proposals that investigate the role of extracurricular activities in fostering student motivation, linguistic proficiency, and cultural engagement in the study of Italian. While classroom instruction remains central to language acquisition, extracurricular initiatives often provide the spark that sustains student interest and creates meaningful connections between language, culture, and community. By extending learning beyond the traditional classroom, such activities can cultivate curiosity, build community, and support long-term commitment to Italian studies.

This panel welcomes papers that highlight innovative practices across a variety of contexts, including high school, college, and university programs. Possible topics include, but are not limited to: the design and impact of cultural clubs, partnerships with local communities, film screenings and cultural festivals, cooking workshops, service-learning opportunities, and other creative approaches that enrich students' encounters with Italian language and culture. Papers may focus on the practical aspects of program design, assessment of student outcomes, or broader reflections on the role of extracurricular engagement in sustaining Italian programs.

This panel is also aligned with AATT's advocacy efforts to strengthen and promote Italian in educational institutions. By showcasing extracurricular initiatives that inspire students and demonstrate the vitality of our field, the session aims to highlight strategies that enhance language acquisition and also ensure the visibility and growth of Italian across diverse educational settings.

At the end of the panel, participants will be able to:

- Identify innovative extracurricular practices that foster student motivation and engagement.
- Connect extracurricular initiatives with broader advocacy efforts that sustain and promote Italian studies.

Please submit an abstract of 300 words and a short bio by November 7th to tmatarre@calpoly.edu.

Title: Tell Me and I Forget, Teach Me and I Remember, Involve Me and I Will Learn. Experiential Learning in the Italian as a Second/Foreign Language Classroom.

Session Type: Panel

Organizer: Matteo Ugolini (Istituto Lorenzo de' Medici – Florence)

In 2009, Janet Eyler stated: “Experiential education has value far beyond building the kind of social skills, work ethic, and practical expertise that are important in professionally oriented programs. In fact, experiential education can also lead to more powerful academic learning and help students achieve intellectual goals commonly associated with liberal education.” Fast-forwarding to 2023, Michael Lettieri, echoing Simone Casini and Salvatore Bancheri, noted that learning by doing outside the classroom recalls the action-oriented approach central to the CEFR since 2001. He argues that it is paradoxical — and problematic — that language education, of all fields, has often failed to fully embrace the potential of experiential learning. The purpose of this panel is to explore primarily successful examples of experiential education in the Italian as a second/foreign language classroom. At the same time, the panel seeks to provide an opportunity to reflect on the challenges of promoting experiential learning in language teaching. Whether the obstacles lie in limited funding, lack of institutional support, insufficient time, geographic distance from Italian communities and organizations abroad, tourist areas in Italy that offer many opportunities but where English often overshadows Italian, versus schools in smaller centers that provide more authentic interactions but lack events and places of interest, or difficulties in integrating experiential components into the curriculum, instructors can face significant barriers when they seek to have students “learn by doing” outside the traditional classroom setting.

Please send an abstract of 200/250 words and a short bio to matteo.ugolini@lorenzodemedici.it by November 7th

Title: Italian Excellences in the Global Classroom: Connecting Language, Culture, and Innovation

Session Type: Panel

Organizer: Morena Svaldi (Mount Holyoke College)

The enthusiasm for learning the Italian language and culture worldwide is often still linked to art, design, creativity, food, and sustainability, among many other aspects. The well-known concept of *Made in Italy* and the more recent, so-called, *Italian Excellences* are clear examples of how the interests are moving beyond traditional cultural topics to instead explore craftsmanship, design, cuisine, and entrepreneurship in relation to one another.

Presentations that highlight engaging and innovative teaching and learning opportunities that effectively connect the Italian language and culture with the arts, fashion, sustainability, social sciences, media, and food in contemporary Italian society, are particularly welcomed. Additionally, this session aims to examine the global influence of the previously mentioned topics across diverse platforms, including blogs, social media, and podcasts, while also addressing the evolving nature of social interactions.

Send your proposals by Nov. 5 (max 200-250 words) and the bio to msvaldi@myholyoke.edu

Title: Cultivating a Learning Sanctuary in the 2025-2026 Italian L2 Classroom

Session Type: Panel

Organizer: Tessa Gurney, University of Notre Dame

Students in the contemporary language classroom battle more varied and diverse stressors and external factors that impede their learning than Dulay and Burt might have ever imagined when they first introduced the affective filter hypothesis in the 1970s. Today, students' minds are occupied by acute and/or chronic trauma, political unrest at home and abroad, and social media pressure – to name a mere few.

Neuroscientist Mays Imad has proposed the notion of cultivating a “learning sanctuary” (2024) or “a place of refuge that inspires, elevates, and empowers students to envision and build a more humane and just society for everyone.” She sees this practice as an intentional response to the global challenges that affect student well-being, hoping to transform anxiety and uncertainty into empowerment and wisdom.

How have you employed a trauma-informed approach to the Italian L2 classroom? In what ways have you fostered an environment of trust, safety, and engagement that has made your students feel more comfortable and participatory? Is there a teaching practice, activity, or policy that you have employed that has impacted students' well-being and thus success for the better?

Please an abstract of 250 words and biography to tgurney@nd.edu by November 10th, 2025.

Title: Teaching Proficiency through Visual Art

Session Type: Panel

Organizer: Silvia Monteleone (Brandeis University)

Art is a powerful resource to foster the students' attention and interest. The integration of visual art in the classroom is beneficial to students' communication skills (Berliner, 2011, Malley & Silverstein, 2014); it provides "a creative platform for communication that can stimulate learner involvement and motivation" (Al-Busaidi, Al-Amri & Al-Dhulhi, 2022). In the language class, art is a valuable tool to develop proficiency through enhancing speaking, listening, reading, and writing skills (Alfes & Wirag, 2021), and to promote critical thinking and intercultural understanding. This panel looks for creative and constructive strategies to use art in its various forms– painting, sculpture, photography, but also video art, performance etc.-in order to engage students with a new approach to language and culture. Participants are encouraged to share experiences and teaching practices where art is used to further language proficiency in all its aspects.

Please send your proposal to Silvia Monteleone, spmw@brandeis.edu including:

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

Title: Online world language education: reimagination, effective practice and courses redesign initiatives.

Session Type: Panel

Organizer: Rosetta D'Angelo (Ramapo College)

This session will focus on the challenges facing instructors teaching in online environment, and the strategies needed to create a collaborative online learning environment.

There is empirical evidence that the digital revolution is dramatically changed the way we learn, and it requires that learning is on-going process of skill development and knowledge creation. World language online courses are a reflection of this new world, and provide opportunities conducive to an increasing number of non-traditional learners.

Presentations of personal experience in the design of courses online in Italian. Video presentations of platforms on the market, digital content adapted, pedagogies, innovative strategies, designed by individual faculty members and proved successful for an effective practice of courses online.

Presentations of teaching strategies that add to the quality of online courses and will explore the challenges faced by university instructors teaching on online environment.

Pedagogies used to engage learners and provide a quality learning experience.

Available grants, release time, professional development for the design of Italian courses online.

Pro/con of language courses online and challenges encountered in the design of online courses.

How can the integration of online courses in the curriculum save our language programs? Colleges and universities where online courses in Italian, have prevented a shutdown of the Italian program, and have been proven effective.

How do instructors sell the idea of implementing courses online to administrators who may not be informed about the latest scientific findings on the importance of courses online for World Languages.

Please an abstract of 250 words and biography to rdangelo@ramapo.edu by November 10th, 2025.

Title: La ricerca azione come strategia per il cambiamento nell'insegnamento dell'italiano a stranieri

Session Type: Panel

Organizer: Graziano Serragiotto (Università Ca' Foscari di Venezia) e Giuseppe Maugeri (Università di Urbino)

Per poter affrontare gli sviluppi contemporanei dell'educazione linguistica e poter collegare l'esperienza didattica ai bisogni degli studenti di italiano per stranieri, la ricerca azione costituisce una strategia attiva imprescindibile per la professionalità del docente. Infatti, soltanto un insegnamento concepito come indagine riesce a offrire un quadro esplorativo e approfondito della vita della classe, delle interazioni che si sviluppano nell'ambiente didattico, dei problemi che una certa pratica didattica didascalica o troppo tecnica potrebbero generare in classe. In questa prospettiva, l'insegnamento non potrà mai essere separata dalla funzione alla ricerca del docente e del gruppo di docenti attivi in campo edulinguistico se lo scopo della ricerca è di poter rilevare nel dettaglio un contesto didattico specifico e risolvere un problema pratico in classe con risposte, strategie e strumenti, efficaci. In questo panel, dunque si daranno spazio a quelle esperienze di ricerca che, realizzate sul campo, si sono rilevati utili per comprendere più a fondo la natura dei problemi edulinguistici di un contesto didattico, formulando delle ipotesi di ristrutturazione e di miglioramento della didattica dell'italiano a stranieri; oppure producendo delle argomentazione convincenti su come uno specifico aspetto dell'insegnamento e dell'apprendimento linguistico dovrebbe essere e funzionare in quel contesto. Altresì si daranno spazio a quelle indagini che, per l'eloquenza della osservazione, per la sistematicità dei metodi di raccolta dei dati sul campo, hanno contribuito a verificare gli elementi di criticità, a evidenziare delle buone pratiche di un dato contesto didattico, formulando delle conclusioni, non necessariamente provvisorie, estendibili a più luoghi dove l'italiano è insegnato.

Si prega di mandare le proposte, (max. 250 parole) e breve nota biografica (100-150 parole) dell'autore/autrice, entro il 10 novembre 2025 a serragiotto@unive.it e giuseppe.maugeri@uniurb.it

Title: Le prove di valutazione come strumento pedagogico: Quando la misura del progresso diventa un'ulteriore occasione di apprendimento.

Session Type: Panel

Organizer: Pietro Pesce (Pepperdine University)

La presente sessione invita contributi focalizzati sulle prove di valutazione nei corsi d'italiano, siano essi di lingua, letteratura o linguistica. In linea con i continui cambiamenti nel mondo accademico e con la costante sfida di far fronte a popolazioni studentesche le cui necessità educative differiscono da quelle della generazione immediatamente precedente, in questo spazio si vogliono offrire spunti di riflessione e suggerimenti, sia teorici che pratici, sull'innovazione e la ristrutturazione delle metodologie di valutazione, pensate nell'ottica di strumenti pedagogici integrati nei curricula e disegnate con il duplice obiettivo di misurare il progresso individuale degli studenti e offrire l'opportunità di manipolare la lingua e i contenuti per solidificarne la conoscenza. Tale revisione strutturale mira, a lungo termine, a far diventare le prove di valutazione parte dello *scaffolding* linguistico e letterario che prepara adeguatamente gli studenti ad affrontare corsi avanzati.

Si prega di mandare le proposte, (max. 250 parole) e breve nota biografica (100-150 parole) dell'autore/autrice, entro il 10 novembre 2025 a Pietro.Pesce@pepperdine.edu

Title: Unlocking Opportunities: How Italian Certification can transform Language Learning

Session Type: Panel

Organizer: Claudia A. Defraia (Loyola University Chicago)

In recent years, a remarkable, new wave of students has turned to studying Italian, not just for the love of the language, but for the rewards that exam certification offers. The most evident increase is the number of students studying the language in order to take the Italian language certification exams to unlock the door to dual citizenship. However, also at the high school level, students are finding increasing value in passing the AP Italian exam as a way to skip language requirements at the University level and to gain academic credits and other advantages. Another category of students is turning to exam certification as a personal challenge that makes learning the language more purposeful and

motivating. This surge in interest has led to a consistent rise in the number of candidates seeking Italian language certification worldwide and schools are responding to this demand by offering courses tailored to helping students prepare for and pass these exams. Students everywhere, both online and in-person, are taking advantage of these new pathways to learning the language.

In this panel, we will highlight how certification—whether sought as a means to fulfill the citizenship requirement, academic credit, or as a personal challenge—can be a powerful tool in the language learner’s journey, even after the exams have been passed. Our discussion will spotlight the strengths and weaknesses of the certification process as a means for learning the language, while introducing innovative ideas for creating courses and syllabus that meet this growing demand.

Please send a 200-250 word abstract and a 100 word biography to claudiaalessiadefraia@gmail.com

Title: Beyond the University Walls: from Cultural Study to Practical Pathways in Italian Language Education

Session Type: Roundtable

Organizer: Claudia A. Defraia (Loyola University Chicago)

In today’s educational landscape, we stand at a crossroads for foreign language education in the United States. As we convene at this roundtable, I’d like to explore how we can inspire future generations to study Italian, especially as language programs face increasing uncertainty.

First and foremost, we must recognize that foreign language education in the U.S. is indeed facing a crisis. Universities are increasingly focused on English and STEM disciplines, often at the expense of language programs. There is growing uncertainty about whether language requirements will continue to be funded or if they might be eliminated altogether. Most American students are gravitating toward fields like medicine, economics, and law, leaving us to ask: What is the future of Italian? What practical value does it hold beyond cultural and linguistic enrichment?

One suggestion is to create immersive experiences in smaller Italian towns where English is less prevalent, allowing students to truly engage with the language. We can also partner with Italian companies to provide students with internships or work opportunities where Italian is essential, thus demonstrating the use of the language in the real-world.

Additionally, we might highlight that even if language study does not lead directly to a job, it enriches a student’s profile, making them more versatile and adaptable in a global job market. We could also integrate Italian studies with other disciplines—international studies, art history, or international business—to show how the language can serve as a cultural and professional bridge.

In conclusion, let us use this discussion to shape a future where the study of Italian can continue to thrive as both a cultural asset and a practical skill for our students.

Please send a 200-250 word abstract and a 100 word biography to claudiaalessiadefraia@gmail.com

Title: Building a Strong Study-Abroad Program in Italy: Notes from the Field, Best Practices and Community-Based Service-Learning

Session Type: Panel

Organizer: K.E. von Wittelsbach (Cornell University.)

The panel welcomes a variety of approaches, ranging from the discussions of long- or short-term study abroad programs, their effectiveness, goal, outcomes and challenges, from any pedagogical or practical point of view. Presentations emphasizing community-based service-learning are especially welcome. The session is also open to graduate students with experience as T.A.s or assistant directors in study-abroad programs.

Please send a 200-250 word abstract and a 100 word biography to wittelsbach@cornell.edu by November 10th.

Title: La Crisi dell'Apprendimento Linguistico e l'Insegnamento in Università Americane in Italia: Una Sfida Possibile?

Session Type: Panel

Organizer: Valentina Dorato (John Cabot University, The American University of Rome, Trinity College, Rome Campus)

Il crescente interesse per i programmi di study abroad in Italia da parte di studenti universitari americani coesiste con una crisi percepita nell'apprendimento delle lingue a livello globale e una riduzione delle iscrizioni ai majors di lingua e cultura italiana. Questa sessione aperta mira a esaminare la complessa intersezione tra queste dinamiche, focalizzandosi in particolare sui programmi universitari americani operanti in Italia.

La sessione aprirà un dibattito critico sulle sfide pedagogiche (es. livelli di competenza eterogenei, breve durata dei soggiorni, motivazioni diversificate) e sulle opportunità uniche offerte dall'immersione culturale. I partecipanti discuteranno le strategie didattiche innovative per ottimizzare l'acquisizione linguistica intensiva e per valorizzare il ruolo degli study abroad non solo come esperienza turistica, ma come laboratorio linguistico e culturale essenziale. Si esploreranno modelli per integrare l'apprendimento formale con l'interazione autentica e per trasformare la "crisi" in una sfida didattica possibile e produttiva, preparando gli studenti a un uso più profondo e significativo dell'italiano.

Please send a 200-250 word abstract and a 100 word biography to valentinadorato8@gmail.com by November 10th.

Title: High Impact Practices (HIPs) and Innovation in Italian Language and Culture Courses

Session Type: Panel

Organizer: Carla Cornette (University of Missouri)

The American Association of Colleges and Universities (AAC&U) has identified evidence-based teaching and learning practices that “provide significant educational benefits for students who participate in them—including and especially those from demographic groups historically underserved by higher education” (AAC&U website). Integrating HIPs into course curricula has been shown to foster student success, engagement, retention, and a sense of connection to peers, course instructors, and the institution itself. HIPs practices include:

- **Undergraduate Research** intensive courses in which students learn to formulate a research question, gather data using the methodologies of a particular field, and present results
- **Service Learning & Community Engagement** incorporated into coursework
- **Writing Intensive** courses in which students engage in a significant amount of writing and revision of text composed in a particular academic discipline
- **First Year Seminars** that bring small groups of freshman students into contact with faculty and their research
- **Global Learning** courses & experiences, including study abroad and intercultural studies
- **E-portfolios**
- **Internships**, experiential learning related to student’s academic interests and career goals
- **Capstone Projects**
- **Collaborative Assignments and Projects**

The aim of this panel will be to share practical examples of HIPs innovations in curriculum development that have been successfully integrated into Italian language and culture courses and how that has impacted student engagement, learning, and academic success. A secondary objective of the panel will be to share how revision of Italian courses to include a HIP practice has increased course enrollment and promoted Italian programs and courses at the wider school or university level. Participants will take away specific ideas for incorporating a HIP into Italian curriculum and/or creating a new course around one of them.

Please send a 200-250 word abstract and a 100 word biography to Carla Cornette at carla.cornette@missouri.edu

Title: Teaching Proficiency through Literary Texts

Session Type: Panel

Organizer: Silvia Monteleone (Brandeis University)

The integration of literature in language teaching can significantly enrich the learning experience. Literature is a powerful resource to enhance and improve linguistic proficiency, cultural and intercultural awareness and critical thinking. It represents a meaningful context-based learning experience and it exposes the students to authentic and natural modes of communication. How can we efficiently integrate literature in the classroom in front of the steep decline in the students' willingness to read? This panel looks for creative strategies and teaching practices to engage students with literary texts as a way to further language proficiency in all its aspects. Possible presentation topics include, but are not limited to:

- integrating literary texts as a component in the syllabus;
- strategies to develop language proficiency and building cultural and intercultural
- competence through traditional and non-traditional literary texts;
- strategies to improve students' motivation and engagement;
- examples of classroom activities integrating literary text;
- reading strategies designed for different language proficiency levels;
- interdisciplinary and/or cross-curricular learning.

Please send your proposal to Silvia Monteleone, spmw@brandeis.edu including:

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

Title: Designing High-Impact Practices That Deliver Results

Session Type: Panel

Organizer: Brittany Tagliati Corbucci (Pepperdine University)

“High-impact practices” (HIPs) deepen language proficiency and intercultural competence, strengthen persistence to graduation, and prepare students for real-world work. Examples include undergraduate research, community-engaged learning, internships and micro-placements, and collaborative projects. But it’s not the label that matters—it’s the conditions HIPs create. This session welcomes proposals that demonstrate HIPs built around the three conditions below:

1. Purposeful challenge with real stakes.
Authentic tasks and audience whose consequences extend beyond the classroom (e.g., public performances/presentations, service learning, community briefs in the target language, podcasts).
2. Structured, iterative feedback.
Clear feedback structure—draft cycles with criteria-aligned comments, peer-review protocols, supervisor/community-partner notes, and revision checkpoints—so students can act on feedback.
3. Outcomes-aligned assessment.
Explicit alignment to program/course outcomes (proficiency, intercultural competence, professional communication) using artifacts, rubric evidence, and brief reflection analysis to inform improvement.

Please send a title, a 250-word abstract, and a short bio - in either English or Italian - to Brittany Tagliati Corbucci at Brittany.Corbucci@pepperdine.edu by November 1st.

Title: **Ecological Perspectives in Italian Language Pedagogy: A Roundtable Discussion**

Session Type: Panel

Organizer: Gina Maiellaro (Northeastern University) and Giuliano Migliori (Ohio State University)

This roundtable explores how ecological perspectives can inform and transform Italian language pedagogy, fostering an understanding of the interconnections between language, culture, and the environment. In the context of the global ecological crisis and its disproportionate effects on

communities, language education offers an important space to cultivate awareness, empathy, and agency. Drawing on frameworks such as *UNESCO's Sustainable Development Goals (SDGs)*, the session invites presenters to share approaches for integrating sustainability, climate justice, and ecological thinking into Italian curricula.

The discussion will address topics including but not limited to:

Integrating environmental themes into Italian courses through texts, films, and thematic units that highlight Italy's landscapes, cultural practices, and environmental challenges, while supporting linguistic proficiency and critical engagement.

Exploring linguistic ecology and ecolinguistics to understand how Italian language represents human–nature relationships, encodes environmental knowledge, and conveys cultural attitudes toward sustainability by sustaining or challenging prevailing ideologies.

Adapting multispecies and post-anthropocentric frameworks developed by Italian pedagogists, writers, and artists to foster students' engagement with non-human agency, relational thinking, and ethical reflection, thereby promoting both ecological and intercultural competence in Italian language education.

Takeaways for participants include:

- (1) strategies for integrating ecological topics into the Italian curriculum;
- (2) conceptual frameworks that connect language learning with sustainability education;
- (3) pedagogical models that promote critical reflection and ethical engagement with environmental issues.

Please submit an **abstract of 300 words** and a **short bio** by **November 7** to

l.maiellaro@northeastern.edu and migliori.2@osu.edu

Title: L'italiano delle comunità italofone nel mondo: pratiche linguistiche e dinamiche di contatto

Session Type: Panel

Organizer: Isabella Matticchio (Università degli Studi di Fiume)

La sessione si propone come spazio di riflessione sugli usi della lingua italiana nelle comunità italofone, storiche e diasporiche, al di fuori dei confini nazionali.

L'obiettivo è favorire un dialogo tra studiosi e studiose che si occupano dell'italiano in prospettiva sociolinguistica e interculturale. Si accolgono proposte di contributo che affrontino, per esempio, i seguenti temi: pratiche comunicative quotidiane, dinamiche di bilinguismo e plurilinguismo, processi di contatto linguistico, fenomeni di variazione e mutamento nell'italiano della diaspora e nelle comunità storiche (per es. in Croazia e Slovenia), la vitalità e la trasmissione dell'italiano in contesti minoritari e migratori, le politiche e le strategie di promozione dell'italiano.

Si prega di inviare un riassunto di 250 parole circa, in italiano o inglese, accompagnato da una breve nota bio-bibliografica, entro l'8 novembre 2025 a isabella.matticchio@uniri.hr

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: Italians abroad: from a migratory to global languages

Session Type: Panel

Organizer: Simone Casini (Università degli Studi della Toscana)

This panel explores the multiple dimensions of Italian abroad, tracing its evolution from a language once confined to migratory contexts to a global language with new roles, values, and opportunities.

We welcome contributions along different axes of analysis:

- Research: sociolinguistic, historical, and cultural studies on Italian in migratory and global contexts, with particular attention to diasporic varieties and language contact.
- Didactics: innovative methodologies for teaching Italian as a second/foreign language, action-oriented practices, intercultural approaches, and digital tools.
- Community Engagement: projects that involve Italian communities abroad, associations, and institutions in fostering language and culture.
- Placement and Professional Paths: connections between Italian language learning and opportunities in culture, business, tourism, and the Made in Italy brand.

The aim is to build an integrated vision of Italian as a global language, linking academic research, teaching practices, community engagement, and professional perspectives.

We accept proposals in Italian or English for papers of max. 20 minutes. Submissions should be sent by November 10th to: simone.casini@unitus.it

Title: Italian Arts for Business

Session Type: Panel

Organizer: Irene Lottini (The University of Iowa)

Italy is home to more than 4,400 museums and similar cultural institutions (ISTAT 2022) and holds the record for the greatest number of UNESCO World Heritage Sites. It is also the world's 8th-largest economy by GDP. How are these two factors related? This session seeks to question the common assumption that art and business are at odds by examining how Italy's centuries-old artistic tradition has shaped – and continues to shape – the country's industrial and economic development. From the commercial appropriation of Medieval, Renaissance, and Baroque masterpieces to the 20th- and 21st-century collaborations between artists and brands, Italian literary, visual, and performing arts have influenced mass production, technological innovation, marketing campaigns, and business strategies on a global scale. Moreover, the names of writers, artists, and film directors have themselves become brand assets, deployed across industries for their symbolic and cultural resonance.

This panel aims to contribute to the evolving field of adaptation studies by rethinking the art-business divide and inviting papers that explore any aspect of the intersections between Italy's cultural heritage and commerce.

Please send 200-250 word abstract and 100 word bio to ilottini@uiowa.edu

Title: Italy Beyond Le Tre Corone -- Italy as a Business Genius!

Session Type: Panel

Organizer: Ryan Calabretta-Sajder (University of Arkansas)

This session welcomes papers investigating Italy's dynamic position as a business capital and the marketing of Italian products in the United States, as well as American products within Italy's thriving marketplace. Italy stands as a major European economic force, ranking as one of the EU's largest economies by GDP and the 8th largest exporter worldwide. The enduring appeal of "Made in Italy" is visible in sectors from fashion, food and wine, and luxury design to advanced manufacturing and high-tech innovation. Submissions may explore branding, trade policies, and bilateral marketing strategies that promote Italian excellence in the US, including recent surges in food and wine exports and the impact of integrated marketing programs, digital communication, and storytelling. The panel also welcomes research examining the reverse flow: successful marketing of American products and brands within Italy, assessing how local partnerships, cultural resonance, and adaptation shape market entry. Papers focused on regulatory hurdles, consumer trends, US-Italy business collaboration, and the role of trade fairs and institutional initiatives (e.g., Vinitaly Chicago, Salone del Mobile) will be prioritized. Comparative, historical, and interdisciplinary approaches are encouraged to illuminate Italy's contemporary status as a global business powerhouse and marketing innovator.

Please send an abstract of 250 words, along with a brief biography and technology requests to rcalabretta@gmail.com by November 7, 2025.

Title: **Rebels with a Cause: Girls Gone Wild**

Session type: panel

Organizers: Hilary Emerson (University of Rhode Island)

In recent years, there has been notable growth in the discipline of girl studies, as evidenced by the work of Danielle Hipkins, Sarah Hill, Aria Halliday, Ruth Brown, Sharon Mazzarella, Jinhee Choi, and others. While scholarly interest in girlhood is building within academia, representations of rebellious girls from Rome, Naples, and beyond still merit more critical attention. Despite notable growth in girl studies across the humanities, filmic representations of Italian girls who challenge, refuse, resist, and rebel against the dominant order remain largely unexamined by scholars. Because cinema that portrays girls who bend and break societal bounds throws light on the strict norms by which girls are expected to live, a more in-depth examination of Italian films about transgressive cis and trans girls will stimulate

scholarly debate on the politics of conformity, individuality, and autonomy in Italy. The proposed panel will bridge the gap between Italian gender and film studies through an exploration of what subverting societal expectations looks like for trans and cis girls on the Italian screen. The panel aims to call attention to an emerging trend in Italian studies, increase visibility for cis and trans girls in Rome and beyond, and empower nonconformist girls and women to continue refusing and resisting a Catholic, cisheteropatriarchal capitalist world.

Please submit a proposed title, 200-250 word abstract, and 100-150 word bio to Hilary Emerson (hilary.a.emerson@uri.edu) by November 7th, 2025.

Title: **La storia orale come mezzo di insegnamento e divulgazione**

Session type: panel

Organizers: Gianluca Cinelli (Progetto MemoGen - Centro Studi per la Pace Sereno Regis)

La storia orale non soltanto offre la possibilità di conoscere aspetti del passato che non sono registrati in altri documenti, come le emozioni, la mentalità delle persone, le storie di famiglia, gli aneddoti privati ecc., bensì permette anche di immaginare percorsi di didattica della storia diversi da quelli tradizionali, per esempio mettendo a fuoco episodi di scala ridotta (microstoria) o concentrandosi sulle forme della formazione e trasmissione del ricordo. Inoltre, la storia orale permette di osservare fenomeni simili in contesti molto diversi, per esempio la cultura alimentare o artigianale e i mestieri tradizionali. Questa sessione invita studiose e studiosi di varie discipline (studi storici, socio-antropologici, filosofici, didattica e curriculum, ecc.) a presentare paper che investighino le potenzialità didattiche e divulgative della storia orale. Sono benvenute proposte sui seguenti temi:

- L'importanza del racconto orale nella formazione della coscienza storica;
- La storia orale come esercizio di dialogo;
- La storia orale come metodo per esplorare fenomeni simili in contesti diversi;
- Didattica della storia orale: insegnare e imparare a intervistare nelle scuole;
- La storia orale per avvicinare il pubblico dei non specialisti allo studio del passato;
- La storia orale come restituzione identitaria ed emozionale;
- Etica e deontologia: usare e proteggere i contenuti delle interviste orali.

Title: Women, Identities, and Marginalization

Session Type: Panel

Organizer: Ida Caiazza (New York University) and Simona Lorenzini (Yale University)

This panel invites contributions that explore how women have lived within, negotiated, and overcome marginalization shaped by gender, religion, culture, and intersecting factors. Our aim is to foreground voices and experiences often excluded from dominant narratives and to reflect on the strategies by which women articulated identity, agency, and resilience across time. While the geographical focus is Rome and Lazio, comparative papers that situate these experiences within broader Italian or European contexts are also welcome.

Possible topics include, but are not limited to:

- Representations of women marginalized by religious identity, whether as members of minority faiths, converts, or dissenters from established traditions.
- Cultural and social practices that defined, constrained, or silenced women, and the ways in which women resisted, subverted, or reshaped those practices.
- Intersections of gender with class, ethnicity, and region in the production of marginalization, as well as the creative responses these intersections generated.
- Women's writing, testimony, or cultural/artistic production as means of constructing alternative communities or forms of belonging, as well as new literary narratives as a form of empowerment and personal expression.
- Case studies of women who transgressed boundaries of religious orthodoxy or cultural conformity, and the implications of their actions for broader debates on identity.

We welcome proposals, in Italian and in English, from a range of disciplines—literary studies, history, religious studies, cultural studies, and beyond—that illuminate the lived experiences and imaginative representations of women confronting marginalization. Proposals may focus on any period from classical antiquity to the present. Please send abstracts (200-word max), including full name, affiliation, and email address to Ida Caiazza and Simona Lorenzini (ic2310@nyu.edu, simona.lorenzini@yale.edu), by November 7th, 2025.

Title: La grammatica disturbata: distorsione sintattica e performatività informativa nei TG italiani

Session Type: Panel

Organizer: Antonietta Di Pietro (Emory University)

Questo contributo propone un'analisi comparativa dei registri linguistici adottati nei telegiornali romani, in particolare TG LA7 (Enrico Mentana) e TG1/TG3 della RAI. L'attenzione si concentra sulla distorsione sintattica, l'uso di frasi sospese, anacoluti e ritmi paratattici, oltre a strategie di autoironia e marcatori discorsivi che avvicinano il pubblico all'informazione. Mentre TG LA7 adotta uno stile colloquiale, ironico e performativo, i TG della RAI mantengono una formalità istituzionale, ma utilizzano pause e sintassi nominale per creare enfasi e immedesimazione.

L'analisi si basa su esempi video di *Maratona Mentana* e delle edizioni serali di TG1 e TG3, mostrando come la cosiddetta "grammatica disturbata" sia non solo uno stile personale, ma anche un indicatore delle trasformazioni culturali e linguistiche italiane contemporanee. In particolare, questi fenomeni evidenziano la costruzione di un neostandard mediatico, dove la forma diventa parte integrante della narrazione informativa.

Obiettivi concettuali della sessione:

1. Evidenziare come la distorsione sintattica e le strategie performative influenzino la percezione di autorevolezza e coinvolgimento negli spettatori.
2. Analizzare il rapporto tra italiano standard e pratiche mediali emergenti, esplorando l'equilibrio tra regola e innovazione.

Stimolare la riflessione sul ruolo dei telegiornali nel modellare la lingua e la cultura italiana contemporanea, fornendo spunti per la didattica e la ricerca linguistica

Si prega di mandare le proposte, (max. 250 parole) e breve nota biografica (100-150 parole) dell'autore/autrice, entro il 10 novembre 2025 a adipietro@emory.edu

Title: Streaming Seduction: Italian Television in the Digital Age

Session Type: Panel

Organizer: Ryan Calabretta-Sajder (University of Arkansas)

This session seeks provocative, cutting-edge papers that explore the pulse and passion of contemporary Italian television, from traditional broadcast to the shimmering landscape of streaming series. Italy's TV scene fuses iconic, sultry drama with bold experimentation, captivating global audiences through Netflix, RaiPlay, Sky, and Amazon Prime with hits like *The Leopard*, *Suburra*, *Baby*, and *Belcanto*. Participants are invited to dissect the sexiness, sophistication, and subversive undertones running through genre-bending crime sagas, period pieces, and binge-worthy reality dating extravaganzas (*Love Is Blind: Italy*, *Too Hot to Handle: Italy*). Papers may address topics such as evolving representations of Italian identity, gender fluidity, multiculturalism, and new visions of sensuality and power within

serialized storytelling. The panel welcomes work examining marketing strategies for Italian series, international co-production, cross-platform aesthetics, fan engagement, and the implications for Italy's position in the global entertainment marketplace. Comparative approaches with non-Italian content and research on binge culture, spoilers, and streaming algorithms are encouraged, promising a session as compelling and addictive as the shows themselves.

Three learning outcomes for this session include the following:

- Critically analyze the aesthetic, narrative, and thematic innovations of Italian television and streaming series, demonstrating how contemporary works reflect and reinterpret Italian cultural identity for global audiences.
- Evaluate the impact of streaming platforms, international co-production, and cross-media marketing on the evolution, distribution, and reception of Italian series at home and abroad.
- Synthesize interdisciplinary perspectives to articulate the role of Italian television in shaping discourses on gender, sexuality, multiculturalism, and generational change within the rapidly evolving landscape of digital entertainment.

Please send an abstract of 250 words, along with a brief biography and technology requests to rcalabretta@gmail.com by November 7, 2025.

Title: *The Giallo Effect* – Italian Thrills in Film and Television

Session Type: Panel

Organizer: Emanuela Pecchioli (University of Oklahoma)

In 1963, Mario Bava, with *La ragazza che sapeva troppo*, gave birth to the *giallo all'italiana* on the screen. This cinematographic genre would enjoy national and international popularity for at least two decades. The literary Italian *giallo* already existed at the time but with Bava the *giallo* moved to the cinema.

In the Seventies, with Dario Argento, the cinematographic Italian *giallo* became famous abroad as well, especially in the United States.

While the global fame of the cinematographic *giallo all'italiana* faded in the 1980's, directors have continued to use its defining features and have maintained it as an evolving genre.

Presently, the Italian *giallo* is enjoying a new and huge popularity on television. Thanks to the literary production of several Italian authors who devoted themselves to the *giallo*, many stories have been made available and have been transformed into very successful television series. *Il commissario*

Montalbano, Rocco Schiavone, Il commissario Ricciardi, I delitti del Barlume, Imma Tataranni – Sostituto procuratore, Le indagini di Lolita Lobosco are only a few of the numerous, extremely popular Italian television fictions.

In this panel, I would like to investigate the Italian *giallo* in all its aspects, from its beginning up to the present time, on the big and the small screen. In particular, I believe it could be of interest to examine its evolution in terms of gender, inclusiveness, and representations of both Italian society and contemporary issues.

Please send a 200-250 word abstract and a 100 word biography to Emanuela.Pecchioli-1@ou.edu

Title: Contemporary Italian Political Thought

Session Type: Panel

Organizer: Ryan Calabretta-Sajder (University of Arkansas)

This session invites papers examining the trajectory of contemporary Italian thought from Antonio Gramsci to today. Focusing on influential figures such as Gramsci, Pier Paolo Pasolini, Gianni Vattimo, Giorgio Agamben, Carla Lonzi, and Paola Cavalieri, the panel seeks to explore how these thinkers have shaped debates around culture, politics, philosophy, feminism, and ethics in Italy. Proposals may address Gramsci's theory of hegemony, Pasolini's cultural critique, Vattimo's "weak thought," Agamben's work on biopolitics and the state of exception, Lonzi's feminist interventions, or Cavalieri's impact on animal rights and moral philosophy. Submissions that highlight interdisciplinary or global perspectives, as well as papers introducing lesser-studied voices in recent Italian theory, are encouraged. The goal is to foster dialogue on the ongoing evolution and contemporary significance of Italian intellectual traditions.

Three learning outcomes for this session include the following:

- Participants will be able to identify and articulate the core contributions of major Italian thinkers—such as Gramsci, Pasolini, Vattimo, Agamben, Lonzi, and Cavalieri—to contemporary debates in culture, politics, philosophy, and ethics.
- Attendees will gain skills in analyzing how Italian intellectual traditions engage with questions of democracy, power, identity, feminism, and activism, both within Italy and on a global scale.
- Participants will develop interdisciplinary approaches to studying Italian thought, learning to apply concepts from Italian theory to current cultural and scholarly challenges.

Please send an abstract of 250 words, along with a brief biography and technology requests to rcalabretta@gmail.com by November 7, 2025.

Title: Songs and Society—Exploring the Cultural Role of Italian Music

Session Type: Panel

Organizer: Emanuela Pecchioli (University of Oklahoma)

This session investigates the role of Italian songs, both music and lyrics, as cultural artifacts that reflect, shape, and challenge societal norms and historical narratives. From older traditions to modern genres, Italian music offers a rich lens through which to examine the evolving dynamics of identity, community, and cultural expression.

The panel invites contributions that examine both lyrics and music, draw comparisons between songs from different periods, investigate specific themes, and propose innovative approaches for studying Italian songs. Presentations may focus on individual artists, broader trends, or cultural moments.

The session also welcomes innovative approaches to using songs in pedagogical settings, particularly in the teaching of Italian language and culture. How can musical texts foster linguistic awareness, intercultural competence, and critical engagement? What methodologies support the integration of songs into curricula for diverse learners?

By bringing together scholars from different disciplines, this session aims to foster interdisciplinary dialogue and deepen our understanding of the cultural work performed by Italian songs across time.

Please send a 200-250 word abstract and a 100 word biography to Emanuela.Pecchioli-1@ou.edu

Title: Rethinking the Italian Diaspora: Transnational Narratives, Cultural Memory, and Identity

Session Type: Panel

Organizer: Alan J. Gravano (Rocky Mountain University)

This session proposes to examine the Italian diaspora as a dynamic and evolving transnational phenomenon, focusing on how migration has shaped, and continues to shape, Italian identity within and beyond national borders. By situating diaspora studies at the intersection of literature, cultural history, and pedagogy, this panel seeks to foster interdisciplinary dialogue that expands our understanding of what it means to be “Italian” in a global context.

Held in Rome, a symbolic point of origin for many migrant trajectories, this session invites papers that consider the Italian diaspora in its global dimensions, including but not limited to the Americas, Africa, and Europe. By bringing together scholars with diverse approaches, this panel will underscore the diaspora's role in reshaping Italian studies and invite participants to envision new pedagogical and research frameworks.

Conceptual Goals:

The first conceptual goal is to explore how narratives of mobility, belonging, and displacement complicate traditional notions of national identity. A second goal is to analyze how cultural memory is produced and transmitted across generations of migrants and their descendants, particularly through language, artistic expression, and community-building practices. Finally, the session aims to reflect critically on how studying the Italian diaspora can deepen and diversify the teaching of Italian language and culture in academic settings, encouraging students to engage with complex histories of migration, race, and ethnicity.

Please send a 200-250 word abstract and a 100 word biography to alan.gravano@rm.edu by November 7th.

Title: Jewish Culture within the Italian Landscape

Session Type: Panel

Organizer: Ryan Calabretta-Sajder (University of Arkansas)

Italian Jewish identity—rooted in a presence that spans two millennia—reflects a distinctive interplay of religion, history, culture, and language within the Italian peninsula. The evolution of Jewish life in Italy has fostered a dynamic relationship between integration and separation, evident in diverse yet sometimes insular traditions and collective memories. Marking significant anniversaries such as the 500th year of the Venetian Ghetto and the centenary of Giorgio Bassani's birth, this session seeks proposals examining intersections between Jewish and Italian identities, inviting critical reflection on a rich and multifaceted heritage.

The panel welcomes submissions engaging with creative blendings (from artistic collaborations to hybrid identities), Jewish involvement in major social and political movements (such as participation in or opposition to the Fascist party), and regional variations that shape Jewish experience in Italy, including Mediterranean connections and distinct communities. Other possible themes include the representation and contributions of Jewish Italian writers like Giorgio Bassani, the long-lasting impact of Racial Laws and their aftermath, the role of Jewish culture in Italian film and media, and

examinations of the Venetian Ghetto as a site of historical and contemporary significance. Papers may also investigate “underground” movements, the ways in which Italian Judaism interacts with broader European or Mediterranean networks, or new approaches to memory and the Holocaust. Interdisciplinary perspectives and comparative studies are strongly encouraged.

Three learning outcomes for this session include the following:

- Participants will be able to critically analyze the historical development and contemporary expressions of Italian Jewish identity, emphasizing the interplay between integration, separation, and regional diversity within Italian society.
- Attendees will gain the ability to interpret and evaluate artistic, literary, and cinematic representations of Jewish life in Italy, including those by writers like Giorgio Bassani and in contexts such as the Venetian Ghetto and the Fascist era.
- Participants will develop strategies for applying interdisciplinary perspectives to the study of Italian Jewish experience, fostering informed discussions on memory, identity politics, and cultural blending in both academic and public settings.

Please send an abstract of 250 words, along with a brief biography and technology requests to rcalabretta@gmail.com by November 7, 2025.

Title: Translating Italian: Modes, Voices, and Cultural Mediations

Session Type: Roundtable

Organizer: Lisa Sarti (CUNY) and Michael Subialka (University of California Davis)

This roundtable seeks to open a dialogue on the multiple dimensions of translating from Italian into English, considering not only the linguistic but also the cultural, stylistic, and ethical challenges inherent in the task. Translation is never a neutral act: it mediates between different contexts by reshaping voices, tones, and cultural sensibility across languages and perspectives. Our discussion will explore diverse modes of translation, from literary and poetic to academic, theatrical, and audiovisual, as well as neural machine translation (NMT), examining how each form negotiates fidelity, creativity, ethos, and interpretation.

Participants will reflect on their experiences translating both canonical and contemporary Italian texts, with attention to issues such as dialect, register, and cultural specificity. We will also consider how translation serves as a form of criticism and creation, revealing interpretive choices that illuminate both the source and target cultures. By bringing together translators, scholars, and practitioners, the roundtable aims to foster a conversation on the evolving role of translation in shaping transnational literary circulation and understanding. The scope is to think of translation as a dynamic, collaborative

practice that not only bridges languages but also reimagines the boundaries of authorship, readership, and identity.

Please send an abstract of 250 words, along with a brief biography to lsarti@bmcc.cuny.edu and msubialka@ucdavis.edu by November 7, 2025.

Title: Queering Italian Studies

Session Type: Panel

Organizer: Ryan Calabretta-Sajder (University of Arkansas)

The past ten years have seen a marked intensification of scholarly engagement with gender in Italian Studies, both within Italy and across North America. This renewed focus manifests not only through the critical rereading of canonical texts, but also by examining the evolving realities and lived experiences of contemporary LGBTQIAA+ communities in Italy. As visibility and recognition of queer and gender-diverse identities grow, so too does the diversity of scholarly inquiry within the field.

This session invites proposals that critically address intersections of gender, sexuality, and Italian culture through varied methodological and theoretical lenses. Possible topics include comparative analyses of Queer Theory across Anglophone and Italian contexts (e.g., examining how Judith Butler's frameworks intersect or diverge from Mario Mieli's), explorations of gendered embodiment in Italian literature and performance, and investigations into the queering of Italian daily life as seen in talk shows, reality television, or public celebrations such as Gay Pride events. Papers might also consider the representation and lived realities of intersex individuals in Italy, the infusion of queer perspectives into Italian visual arts (for example, the works of contemporary artists such as Francesco Vezzoli), or nuanced analyses of LGBTQI identities in contemporary and historical literature, film, and media. Submissions adopting innovative theoretical approaches or highlighting understudied phenomena are especially encouraged.

Three learning outcomes for this session include the following:

- Participants will be able to identify and compare theoretical frameworks used in Queer Theory within Anglophone and Italian contexts, recognizing specific points of intersection and divergence using concrete examples such as Judith Butler and Mario Mieli.
- Attendees will develop the capacity to analyze contemporary and historical representations of gender and LGBTQIAA+ identities in Italian literature, film, television, and visual arts, including public discourses and media such as reality TV and Pride events.

- Participants will gain strategies for incorporating emerging research on intersex and queer lived experiences in Italy into broader Italian Studies curricula, fostering interdisciplinary and inclusive pedagogical practices

Please send an abstract of 250 words, along with a brief biography and technology requests to rcalabretta@gmail.com by November 7, 2025.

Title: Italy as an Intersectional Space for the Arts: Music, Art, Design, Fashion, Architecture

Session Type: Panel

Organizer: Ryan Calabretta-Sajder (University of Arkansas)

This session invites papers that explore Italy as an intersectional and dynamic hub for the arts, where music, visual art, design, fashion, and architecture converge to produce innovative cultural forms and practices. Italy has long stood at the crossroads of artistic exchange, from its Renaissance legacy in Florence and Venice to the contemporary creative energy found in Milan’s design and fashion industries and Rome’s architectural splendor. The panel seeks proposals analyzing how these diverse disciplines intersect in Italian contexts—whether in collaborative artistic projects, historically rooted craftsmanship, or cutting-edge technological innovation. Papers may examine the ways cross-disciplinary partnerships shape artistic identities; how Italy’s heritage and “Made in Italy” brand influence global creative markets; and how evolving social, political, and digital environments foster new forms of artistic production. Special attention will be given to research addressing the layered relationships between place, tradition, and the avant-garde, as well as Italy’s impact as a model for intersectional creativity on the international stage. Proposals employing historical, critical, or practice-based perspectives are welcomed, as are comparative approaches connecting Italy’s arts scene to other global centers of cultural innovation.

Three learning outcomes for this session include the following:

- Critically analyze how artistic disciplines such as music, art, design, fashion, and architecture intersect in Italy’s cultural environments, drawing on historical and contemporary examples.
- Evaluate the influence of Italy’s artistic and architectural heritage on current creative production and transnational collaborations, recognizing the interplay between tradition and innovation.
- Synthesize interdisciplinary perspectives to articulate how Italy’s arts sector serves as a model for cross-cultural dialogue, social inclusion, and global creative exchange.

Please send an abstract of 250 words, along with a brief biography and technology requests to rcalabretta@gmail.com by November 7, 2025.

Title: Scritture sperimentali

Session Type: Panel

Organizer: Beppe Cavatorta (University of Arizona)

This panel aims to explore 20th-century experimental works of all genres, characterized by a non-normative approach to language, tradition, or the act of writing itself. Papers analyzing the intersection between literature and other art forms (theater, music, visual arts, cinema, architecture, design) as well as cross-disciplinary and/or non-traditional approaches to the theme of experimentation are welcome. Possible topics include:

- the historical avant-gardes;
- their legacy and their relation with the neo-avant-garde (Novissimi, Gruppo 63), as well as the third wave of Gruppo 93;
- the appropriation, interpolation, and re-writing of classic texts;
- translation as a laboratory for experimentation.

Please submit a 250-word abstract to Beppe Cavatorta (beppe@arizona.edu) for consideration by November 10

Title: New Publications in Italian and Italian Diaspora Studies

Session Type: Roundtable

Organizer: Ryan Calabretta-Sajder (University of Arkansas)

This session aims to highlight and critically engage with the most significant new publications in Italian Studies, reflecting the dynamic and multidisciplinary directions of the field in 2024 and 2025. Italian Studies continues to expand its horizons, with recent scholarship addressing diverse topics such as transnational identities, environmental humanities, postsecular and postcolonial Italy, gender and sexuality studies, and innovative intersections between literature, film, and digital media. This panel invites contributions that present and analyze groundbreaking monographs, edited volumes, or journal

issues, with particular attention to works that challenge established narratives or introduce fresh methodological approaches. Participants are encouraged to discuss publications that frame new research questions or reframe canonical debates, drawing on recent examples such as studies of “Postsecular Italy,” transnational migration in comics, the environmental politics of Italian cinema, and gendered readings of both modern and contemporary texts. The session seeks to foster dialogue among scholars, authors, and publishers, encouraging critical reflection on the future trajectories of Italian Studies and the scholarly responses to evolving cultural and social phenomena. Submissions engaging multidisciplinary or comparative frameworks are especially welcome.

Three learning outcomes for this session include the following:

- Participants will be able to identify and evaluate recent scholarly trends and methodological innovations in Italian Studies, with an emphasis on works published in the last two years.
- Attendees will gain the tools to critically assess how new monographs, edited volumes, and journal issues are reshaping scholarly debates on themes such as transnationalism, environmental humanities, gender, and digital media.
- Participants will be equipped to integrate insights from new research into their own scholarly or pedagogical practices, fostering cross-disciplinary dialogue and advancing the future directions of Italian Studies.

Please send an abstract of 250 words, along with a brief biography and technology requests to rcalabretta@gmail.com by November 7, 2025.

Title: *Dire l'indicibile. Poesia e crisi del linguaggio nel Novecento*

Session Type: Panel

Organizer: Carmen Lega (Università per Stranieri di Perugia)

Il Novecento segna la frattura definitiva tra parola e mondo. La poesia, che per secoli aveva creduto nella propria funzione conoscitiva, si trova a operare in uno spazio di crisi: la lingua non garantisce più accesso alla realtà, ma ne rivela l'inconsistenza. La crisi del linguaggio non è soltanto un tema, bensì una forma: l'afasia, la frammentazione, la rarefazione e il silenzio diventano i luoghi in cui la parola poetica misura la propria insufficienza e, al tempo stesso, la propria necessità. Il panel intende interrogare questa condizione, esplorando le strategie con cui la poesia novecentesca tenta di dire l'indicibile e di ridefinire il proprio statuto. Saranno accolti contributi che affrontino la trasformazione della funzione poetica nel contesto della modernità, la tensione tra comunicazione e inaccessibilità del senso, il rapporto tra crisi linguistica, crisi del soggetto e mutamento dei paradigmi conoscitivi, le contaminazioni tra poesia, filosofia, scienza e teologia negativa. Scopo del panel è delineare una

cartografia della parola poetica nel secolo della sua crisi, in cui il linguaggio non rappresenta più il mondo, ma ne mette in scena la mancanza.

Si prega di mandare le proposte, (max. 250 parole) e breve nota biografica (100-150 parole) dell'autore/autrice, entro il 10 novembre 2025 a c.lega@studenti.unistrapg.it

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

Title: Pier Paolo Pasolini: Reconsiderations and New Rhetorical Approaches

Session Type: Panel

Organizer: Ryan Calabretta-Sajder (University of Arkansas)

This session invites proposals for innovative re-readings and explorations of Pier Paolo Pasolini's remarkable opus across genres, from cinema and poetry to fiction, essays, and visual art. Nearly fifty

years after Pasolini's untimely death, significant portions of his prolific output remain insufficiently explored, especially outside canonical works, despite his towering importance in Italian and international culture. Pasolini's influence spans film theory, poetic practice, political critique, and depictions of marginalized identities, rendering his legacy vital for ongoing interdisciplinary debates.

The panel welcomes submissions that address under-studied texts and little-analyzed works, such as Pasolini's late essays, lesser-known poetry collections, and experimental projects. There is a particular need for scholarship on Pasolini's experimental short films, his theorization of the "cinema of poetry," and his engagement with non-professional actors and orality in film, which offer rich sites for analysis yet remain underrepresented in critical discourse. Comparative pieces dialoguing with Pasolini's works—such as his engagement with authors like Chaucer or filmmakers like Antonioni—are encouraged, as are studies examining his critical stance toward the avant-garde, neocapitalism, and contemporary art practices.

Proposals that foreground neglected aspects of Pasolini's creative output, including intersections between his filmic and literary practices, representations of social realities, sexuality, and ideology, or theorize his contradictory legacy, will contribute to a deeper and more nuanced understanding of this seminal figure.

Three learning outcomes for this session include the following:

- Participants will gain the ability to identify and critically assess underexplored facets of Pasolini's contributions across genres—including cinema, poetry, fiction, and essays—situating his work within broader cultural and theoretical frameworks.
- Attendees will develop the skills to analyze and apply new theoretical approaches to Pasolini's lesser-studied texts and films, such as his experimental shorts, late essays, or theorization of the "cinema of poetry," broadening the scope of Pasolini scholarship.
- Participants will learn to draw productive interdisciplinary and comparative connections, using Pasolini's oeuvre as a lens to engage with questions of public pedagogy, politics, subjectivity, and the relationship between artistic practice and social critique.

Please send an abstract of 250 words, along with a brief biography and technology requests to rcalabretta@gmail.com by November 7, 2025.

PRESIDENTIAL PANELS

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) or indicated organizers. If you have technological needs **other than** a digital projector and screen, please include that information as well.

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.

GRADUATE STUDIES RESEARCH – MEDIEVAL, RENAISSANCE, AND EARLY MODERN STUDIES

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.

Please send an abstract of 250 words, along with a brief biography and technology requests topresident@aati-online.org and vpuni@aati-online.org by November 7, 2025.

GRADUATE STUDIES RESEARCH – MODERN AND CONTEMPORARY STUDIES

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.

Please send an abstract of 250 words, along with a brief biography and technology requests topresident@aati-online.org and vpuni@aati-online.org by November 7, 2025.

WORKSHOP: DISSERTATIONS IN PROGRESS

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 send an abstract of 250 words, along with a brief biography and technology requests topresident@aati-online.org and vpuni@aati-online.org by November 7, 2025.

UNDERGRADUATE RESEARCH SESSION

We invite proposals for a special session dedicated to undergraduate research. This session provides a unique opportunity for undergraduate students to present original research projects and engage with peers and faculty in the field of Italian Studies. The session is open to undergraduate students at any stage of their degree program who have conducted research related to Italian language, literature, linguistics, culture, history, art, cinema, pedagogy, or interdisciplinary approaches that engage with Italian Studies innovatively.

Submission Guidelines:

- Title of the presentation
- A 200–250-word abstract
- 1-3 conceptual goals of the presentation
- A 100–150-word bio, including name, institutional affiliation, contact information, along with name and email of a faculty mentor

Send proposal to M. Marina Melita, *Marist College* (president@aati-online.org) & Daniela D'Eugenio, *University of Arkansas* (deugeni@uark.edu)

Undergraduates are encouraged to apply for the AATI Travel Grants, as well as request funding from their home institutions.

The AATI usually asks that the faculty advisor to the students is or becomes a member of the AATI. Accepted students will receive a 1-year free student membership to the AATI.

Students will be connected to each other so they may share lodging in Rome, if they so choose.
