

# Italian Resource Center

Bollettino Informativo del Centro di Documentazione per l'insegnamento e l'apprendimento dell'italiano

## Novembre 2015

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## Sergio Mattarella



È nato a Palermo il 23 luglio 1941. Ha tre figli.

Laureato in Giurisprudenza nel 1964 all'Università "La Sapienza" di Roma con il massimo dei voti e la lode, discutendo una tesi su "La funzione di indirizzo politico", è stato iscritto nell'albo degli avvocati del Foro di Palermo dal 1967.

Ha insegnato diritto parlamentare presso la Facoltà di giurisprudenza dell'Università di Palermo fino al 1983, anno in cui è stato collocato in aspettativa perché entrato a far parte della Camera dei Deputati.

La sua attività scientifica e le sue pubblicazioni hanno riguardato prevalentemente argomenti di diritto costituzionale (intervento della Regione siciliana nell'economia, bicameralismo, procedimento legislativo, attività ispettiva del Parlamento, indennità di espropriazione, evoluzione dell'amministrazione regionale siciliana, controlli sugli enti locali). Altre pubblicazioni hanno riguardato temi legati alla sua attività parlamentare e di governo. Ha svolto relazioni e interventi in convegni di studi giuridici e tenuto lezioni in corsi di master e di specializzazione in varie Università.

Il suo percorso politico ha origine all'interno del filone di impegno cattolico-sociale e riformatore. Eletto deputato per la Democrazia Cristiana nel 1983 nella circoscrizione della Sicilia occidentale, ha fatto parte della Camera dei Deputati sino al 2008.

In queste sette legislature ha fatto parte della Commissione Affari costituzionali, della Commissione Affari Esteri e del Comitato per la Legislazione, di cui è stato anche Presidente.

È stato componente, inoltre, della Commissione bicamerale per le Riforme istituzionali dell'XI legislatura, di cui è stato Vice Presidente, della Commissione bicamerale per le Riforme istituzionali della XIII legislatura, della Commissione parlamentare d'inchiesta sul terrorismo e le stragi, della Commissione parlamentare d'inchiesta sulla mafia. Nella XV legislatura è stato Presidente della Commissione Giurisdizionale della Camera dei Deputati.

Nella XIII legislatura è stato Presidente del Gruppo parlamentare dei Popolari e Democratici (dall'inizio della legislatura all'ottobre 1998).

Dal luglio del 1987 al luglio del 1989 è stato Ministro dei Rapporti con il Parlamento. Risalgono a quegli anni la riforma dell'ordinamento della Presidenza del Consiglio e l'abolizione della ordinarietà del voto segreto in Parlamento. Dal luglio del 1989 al luglio del 1990 è stato Ministro della Pubblica Istruzione. Sono di quel periodo la Conferenza nazionale della scuola (gennaio '90) e la riforma degli ordinamenti della scuola elementare che, tra le innovazioni, introdusse il modulo dei tre maestri su due classi (legge n. 148 del 1990).

Dall'ottobre 1998 è stato Vice Presidente del Consiglio dei Ministri sino al dicembre 1999 quando è stato nominato Ministro della Difesa, incarico tenuto fino alle elezioni del giugno del 2001. Approvate in quegli anni la legge che ha abolito la leva militare obbligatoria e quella che ha reso l'Arma dei Carabinieri forza armata autonoma. In quella fase l'Italia ha sviluppato una intensa presenza nelle missioni di pace dispiegate per iniziative delle Nazioni Unite ed ha contribuito significativamente alle operazioni di interposizione e mantenimento della pace in Bosnia-Herzegovina, Kosovo e nella ex Repubblica Jugoslava di Macedonia. L'avvio della Politica europea di sicurezza e difesa, in quella stagione, ha visto l'Italia tra i più convinti sostenitori, con l'avvio, tra l'altro, del primo corpo d'armata europeo.

Nelle elezioni politiche del 2008 non si è ricandidato e ha concluso la sua attività politica.

Nel maggio 2009 è stato eletto dal Parlamento componente del Consiglio di presidenza della Giustizia amministrativa, di cui è stato Vice Presidente.

Il 5 ottobre 2011 è stato eletto Giudice Costituzionale dal Parlamento ed è entrato a far parte della Corte Costituzionale con il giuramento dell'11 ottobre 2011.

Il 31 gennaio 2015 è stato eletto dodicesimo Presidente della Repubblica.



## **Explorers Emigrants Citizens**



A VISUAL HISTORY OF THE ITALIAN AMERICAN EXPERIENCE FROM  
THE COLLECTIONS OF THE LIBRARY OF CONGRESS



Dear Colleagues and Friends:

On behalf of the Italian Resource Center, and of the Library at CCSU,  
I am pleased to invite you to our Fall Lecture.

Professor Mario Mignone will lecture on the publication by the Library of Congress:  
**EXPLORERS EMIGRANTS CITIZENS**

**Date: Thu., December 10th, at 3:00 pm**  
**Library Classroom, Third Floor of the Burritt Library**

Refreshments will be served

Maria C. Passaro, Ph D  
Professor, Modern Languages Department  
Central Connecticut State University  
1516 Stanley Street  
New Britain, CT 06050





## 10<sup>th</sup> CCSU CONFERENCE FOR LANGUAGE TEACHERS



### *Integrating Heritage Speakers and Foreign Language Learners in the Classroom*

#### CALL FOR PROPOSALS

The Modern Languages Department at Central Connecticut State University will host its 10<sup>th</sup> Conference for Language Teachers on March 5, 2016 from 8:00 to 4:00 PM. The purpose of the conference is to bring together World Language teachers to share their experiences, ideas and resources.

In keeping with the practical objectives of the event, our keynote speaker, Prof. Pamela Wesely (University of Iowa), will be offering a workshop on teaching strategies that address both heritage speakers and foreign language learners in the same classroom.

We seek dynamic presentations that address theoretical, curricular, methodological, and technical aspects related but not limited to the following suggested topics:

- Pedagogical strategies for heritage speakers
- Innovative trends in language education
- Community based learning
- Heritage vs. non-heritage Speakers needs
- Common Core
- Interdisciplinary approaches to language teaching
- Advocating for World Language education
- Incorporating new technologies into language teaching
- Language needs for the professions
- Effective pedagogical resources
- Flipping the language classroom
- Assessment of learning outcomes
- The communicative classroom

**Proposals for all languages are welcome!**

**Presentations:** 20 minutes (plus 10 min. for Q&A)

**Workshops:** 45 minutes (plus 15 min. for Q&A)

Workshops should include a practical component involving participants.

Presentations and workshops should preferably be delivered in the target language. If dealing with general language topics, presenters may use English.

#### **New: Conference Electronic Proceedings**

Presenters will have the opportunity to submit their materials for inclusion in the Conference Electronic Proceedings.

To propose a presentation or a workshop, please use the electronic submission form at [www.modlang.ccsu.edu](http://www.modlang.ccsu.edu). Proposals will be accepted until **January 5, 2016**.

**Conference registration fee is waived to presenters  
Complimentary breakfast, lunch, and refreshments!**

Visit the 10<sup>th</sup> CCSU Conference for Language Teachers page at [www.modlang.ccsu.edu](http://www.modlang.ccsu.edu) or contact Prof. Rocío Fuentes at [rocio.fuentes@ccsu.edu](mailto:rocio.fuentes@ccsu.edu).

## Come join us!

The 2016 CCSU Conference for Language Teachers will feature Dr. Pamela Weasly (University of Iowa) as the keynote speaker. Dr. Weasly is a renown figure in World Language Education. Author of several books and journal articles, Dr. Weasly is a specialist in the field of heritage languages.



## CCSU 10th Conference for Language Teachers

*"Integrating Heritage  
Speakers and Foreign  
Language Learners in the  
Classroom"*

*Keynote speaker:*

*Dr. Pamela Weasly*



Central Connecticut State  
University  
Department of Modern  
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212 Davidson Hall  
1615 Stanley ST  
New Britain, CT 06050  
Phone: (860) 532-2873  
Fax: (860) 532-2899

CCSU 10th Conference for Language Teachers

CCSU 10th Conference for Language Teachers

Department of Modern Languages

### The 10th Conference for Language Teachers

#### Call for Proposals

The 10th CCSU Conference for Language Teachers will be held at Central Connecticut State University, Student Center, Ella Grasso Boulevard, New Britain, Connecticut, 06050, on **Saturday, March 5th, 2016** from 8:00 a.m. to 4:00 p.m.

Proposals for all languages are  
welcome!

#### Our mission...

is to establish an ongoing forum for language teachers, and to promote active engagement in professional development through a productive conversation and exchange of ideas. We provide a qualified venue for teachers to share their knowledge and perspectives

in the ever evolving scenario of World language education

#### Topics for the 2016 conference (not limited to)

- Teaching heritage speakers
- Interdisciplinary approaches to language teaching
- Innovative trends in language education
- Language needs for the professions
- Advocating for World language education
- Incorporating new technologies into language teaching
- Effective pedagogical resources
- Flipping the language classroom
- Assessment of learning outcomes
- The communicative classroom

Download and submit your application at:

<http://www.modlang.cesu.edu>

Or contact Dr. Fuentes for further information ([rocio.fuentes@cesu.edu](mailto:rocio.fuentes@cesu.edu))

#### What people are saying about us...

"Good selection of topics. Another awesome keynote!"

"Breakfast & lunch were lovely. Overall, a wonderful conference experience"

"Thank you for a great day. I learned a lot and really enjoyed myself!"

"Great conference, wonderful setup, excellent organization, very nice and generous lunch"

"Hope to be back next year. Keep up the good work!"



CCSU 10th Conference for Language Teachers

#### Organising committee

- Dr. Rocío Fuentes (Chair)
- Dr. Lourdes Casas
- Dr. Maria Passaro
- Dr. Carmela Pisco
- Dr. Samuel Badi



## **Spring 2016 Courses for Teachers of Italian :**

1. ITAL 441 - Advanced Oral Practice
2. ITAL 571 - 20th-Century Italian Literature

<b>Online Summer Course</b> <b>Summer 2016</b> <b>Second Summer Session: June 27<sup>th</sup> – July 28<sup>th</sup></b>	
<b>ML 550 –Modern Language 550</b> <b>Intensive Studies in Modern Languages</b> <b>Summer Institute for Teachers of Italian (SITI)</b>	
<b>Teaching Team:</b> <b>Profs. Flavia Laviosa, Gustavo Mejía, Carmela Pesca, and collaborators</b>	
<b>Topic:</b> <b>Storytelling</b> <b>Forms, Functions and Techniques of Storytelling</b> <b>for the Italian Classroom</b> <b>from Simple Sketch to Complete Narrative</b>	
<b>Level: Graduate</b>	<b>Credits: 3 or 6</b>

<b>Description</b>
<p>Intensive Studies in Modern Languages is a course offered exclusively as part of the Summer Institute for Teachers of Italian (SITI), an intensive study program specifically designed for current and prospective teachers of Italian. Instruction integrates language knowledge, cultural understanding, methodology and technology for the language classroom.</p> <p>Held during the month of July, the Institute gives teachers the opportunity to re-energize their classes with new ideas while earning graduate credits. It also provides graduate and advanced students of Italian with intensive language practice and in-depth study of aspects of the Italian culture and society. A technology component helps participants to develop their computer and internet skills.</p> <p>In July 2016, this course is offered entirely online, with the support of CCSU's Instructional Design and Technology Resource Center.</p> <p>Three or six graduate credits may be applied towards the M.A. in Modern Languages with specialization in Italian at Central Connecticut State University. They may be transferred to other graduate programs. Participants will have to inquire with the institutions transferring or accepting the credits.</p> <p>Participants are expected to have an intermediate-high/advanced-low command of Italian. They should be able to use the language for sustained periods of time on a variety of topics. All sessions having linguistic and cultural contents are conducted in Italian. All readings and authentic materials used are in Italian. The technology component of the program is conducted in English.                      Contact: <a href="mailto:pecsac@ccsu.edu">pecsac@ccsu.edu</a></p>

## About the SITI

The Summer Institute for Teachers of Italian is an intensive study program specifically designed for current and prospective teachers of Italian. Instruction integrates language knowledge, cultural understanding, and technology for the language classroom. Held during the month of July at Central Connecticut State University, the Institute gives teachers the opportunity to re-examine their classes with new ideas while earning graduate credits. It also provides graduate and advanced students of Italian with intensive language practice and in-depth study of aspects of the Italian culture and society. In addition to language and culture, instruction includes a technology component to help participants develop their computer and internet skills.

The Institute is entirely oriented towards the practitioners of teaching, and emphasizes classroom application of the materials covered. Participants in the Institute are expected to design small projects that they can use in their classrooms. Projects created at the Institute integrate language, culture, and technology. Institute participants share these projects, so at the end, each leaves with a good number of units they can use in their own classes.

Prof. Carmela Pesca, Ph.D.  
pesca@ccsu.edu  
www.modlang.ccsu.edu/siti  
(860) 832-2882

Department of Modern Languages  
Central Connecticut State University  
1845 Stanley Street New Britain, CT 06050

summer institute  
FOR TEACHERS OF  
ITALIAN  
at Central Connecticut State University



summer institute  
FOR TEACHERS OF  
ITALIAN  
at Central Connecticut State University

## Where and When

The Summer Institute for Teachers of Italian meets at Central Connecticut State University from late June to early August with a 3 to 9 credit program specifically designed for teachers of Italian and advanced students wishing to specialize in teaching.

A variety of activities are planned for Mondays through Fridays, including classes, discussion groups, films, reading, writing, and computer activities. In the technology workshops, participants will be exposed to a variety of possibilities for using computers to develop instructional materials, and will have time to develop their own applications to take back to their schools.

Course modules change from summer to summer, but normally include Italian Culture, Technology, Language, and Methodology.

## Objectives

The SITI fosters language knowledge and cultural understanding by focusing on designing and developing effective practical applications of materials covered in the language classroom. Participants create and share teaching units on selected cultural topics using suitable technology. Their projects are put together into a set of units that can be used in their own classrooms or adapted to their teaching requirements. In collaboration with the Italian Resource Center at CCSU (IRC), the SITI contributes to sustain a strong network of teachers of Italian.

## Participants

Participants are expected to have at least an intermediate to high command of Italian. They should be able to use the language for sustained periods of time on a variety of topics. All activities having linguistic and cultural content are conducted in Italian. All readings and authentic materials used are in Italian. The technology component of the program may be conducted in English. Participants are exposed to a variety of possibilities to develop instructional materials.

## Credits

The Summer Institute for Teachers of Italian will grant from 3 to 9 credits of graduate work, depending on annual offerings, for the following course:

### ML 550 Intensive Studies in Modern Languages

These graduate credits may be applied towards the M.A. in Modern Languages with specializations in Italian at Central Connecticut State University. They may be transferred to other graduate programs, and may be accepted as CEUs. Participants will have to inquire with the institution recognizing or accepting the credits.

**THERE IS NO APPLICATION DEADLINE  
However space is limited!**  
For more information or to download  
an application, please visit us at  
[www.modlang.ccsu.edu/siti](http://www.modlang.ccsu.edu/siti)

## Former Participants

"The Summer Institute for Teachers of Italian was very beneficial, a great opportunity to learn new topics and develop computer skills. It helped me grow as a teacher. I would definitely recommend this program."

"This program has been invaluable in that it gave us a good sound basis in technology useful in lesson preparation for teachers. The Italian study was well organized and presented in a meaningful sequence."

"I could not have learned as much in so little time without the help of the professors. Discussions were an excellent way to learn about teaching cultural topics. I look forward to using them in class in September."

"The course was most challenging and intense but it was well worth taking. My knowledge of Italian culture and teaching technology has grown by leaps and bounds. My goals were met. Overall, a stimulating, enjoyable experience, in spite of all the hard work!"



## Passport to Global Citizenship Program: Language and Culture in Italy

The Passport to Global Citizenship program offers all CCSU students the opportunity to participate in a non-credit international experience. The Passport program reinforces the university's commitment to international education by providing all students with the opportunity to have an enriching international experience. Florence, Italy and the surrounding environs will be the destinations for this program.

For more than 10 years in a row, Italy has been the number-one study abroad destination for American college students. Florence, in particular, hosts more U.S. study abroad programs than any other Italian city. CCSU recently expanded its study abroad programs to include Florence as a destination for full-semester, academic year, and short-term study abroad programs. This program is designed to introduce students to Florence as a study abroad destination, as well as the stunningly beautiful, culturally rich, and historic city that it is today; this program also aims to introduce students to Italian language study. This program is open to all first-year students as well as any sophomore, junior, senior or graduate students who are either native Italian speakers or studying Italian at CCSU. As part of the learning experience, first-year students will be teamed with Italian-speaking students, who will help them navigate the cities to be visited.

The program will be based in Florence, the capital city of the region of Tuscany, considered by most to be the birthplace of the Renaissance. The city itself, noted for art, architecture, and culture, was declared a UNESCO World Heritage city in 1982 and *Forbes* magazine has declared it one of the most beautiful cities in the world. Home to the Uffizi Gallery and *Galleria dell'Accademia*, which houses Michelangelo's David, as well as the Pitti Palace, Ponte Vecchio, and Cathedral of *Santa Maria del Fiore* with its spectacular dome and bell tower, the city has much to offer the tourist and student alike.

Students in this program will be introduced to all of Florence's splendor - from the architecture to the art housed within it, from the vibrant central market to specific foods typical to the region, and from hilltop vantage points to the banks of the Arno River. From Florence, day-trips to Pisa and Siena can easily be made and may be included in the program itinerary.

### Registration Information and Program Costs

The cost of the travel program includes round-trip airport transfers in Italy and abroad, economy-class international airfare, multiple-occupancy accommodations, some meals and ground transportation and most entrance fees. All personal expenses (i.e., most meals, medical, souvenirs, laundry, telephone, etc.) are at additional cost. CCSU reserves the right to make changes to the program itinerary at any time, with or without notice.

### Italy

March 18, 2016 - March 26, 2016

### Registration Deadline:

December 1, 2015

**NOTE:** This is a non-credit cultural enrichment program.

**Eligibility:** This program is targeted to First-Year Student, students studying Italian, and native Italian speakers.

**Cost:** \$1,995 per person

**CIE Scholarships:** Scholarships are not available for this program

### Program Directors:

Ms. Lisa Marie Bigelow

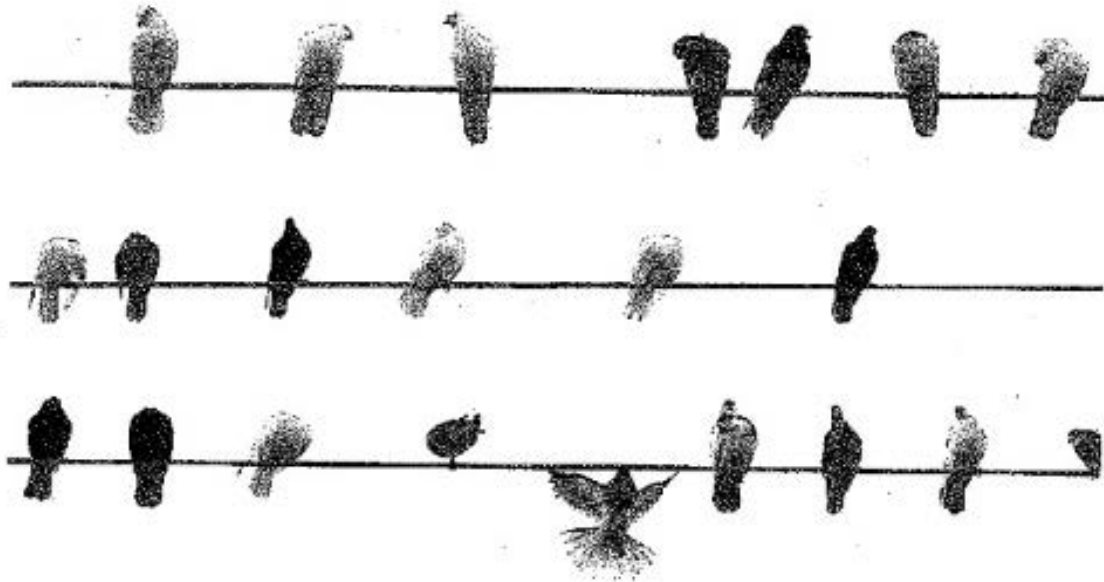
Center for International Education  
(860) 832-2042

Prof. Carmela Pesca

Modern Languages  
(860) 832-2882



You are invited to...



# An Evening of Networking

**When:** Thursday, April 28, 2016

**Where:** Constitution Room in Memorial Hall,  
CCSU

**Time:** 6 pm

In cooperation with the Department of Modern Languages, the **Italian Studies Program** cordially invites you to a Networking Reception honoring our language program graduates.

For this event, we will have a **variety of ethnic food and music by Enzo Boscarino** who will play and sing Italian, Spanish, French, and English songs. But, more importantly, you will meet our graduates and current majors of Italian, Spanish, French, and German.

**Contact:** Dr. Maria Passaro ([passaro@ccsu.edu](mailto:passaro@ccsu.edu) or 860-832-2886),  
Or Gwern Gregory ([gregorygw@ccsu.edu](mailto:gregorygw@ccsu.edu) or 860-832-2875)

Department of Modern Languages

## Our certification programs...

Provide an effective and efficient way to obtain K-12 certification in French, Italian and Spanish.

We offer Fall, Spring and Summer courses. Starting in the Fall of 2014, we will also teach classes in both traditional and hybrid formats.



Modern Languages Department  
212 Davidson Hall  
1615 Stanley St  
New Britain, CT 06030  
Phone: (860) 532-2375  
Fax: (860) 532-2399

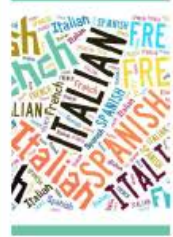
Central  
Connecticut  
State  
University



Modern  
Languages  
Department

Post-Baccalaureate  
World Language  
Teacher Certification  
Programs

## The Modern Languages Department at CCSU



The Modern Language Department plays a pivotal role in the academic mission of Central Connecticut State University. The Department recognizes that the world in which we live

and work is global, interdependent, dynamic and pluralistic. We offer B.A. and B.S. majors in a variety of language areas, concentration and minors in individual languages as well as International Area Studies. The Department is actively engaged in training of language teachers through Post-Baccalaureate Certification programs in Spanish, French and Italian, and Master's degrees with specialization in Italian and Spanish.

### Teacher Certification Programs

Students who already hold a bachelor's degree may pursue teacher certification through our post-baccalaureate programs. These programs prepare students for teacher certification and do not result in a master's degree. We offer certification in the following languages:

- ◊ French
- ◊ Italian
- ◊ Spanish



Our students may enroll part time or full time, extended over a number of years in any certification field. Each student will, together with an advisor, submit a planned program of graduate study which would satisfy all certification requirements. Each planned program is individualized, based on the student's previous college course work, CCSU program requirements, and state certification requirements.

#### Some Sample Courses

ML490: Language Acquisition in Young Children for Teachers of World Languages.

ML425: Methods For Elementary School World Language Instruction

ML429: Seminar in Modern Language Teaching Methods.

Need more information? Please, contact:

Prof. Carmela Picae  
cpicae@ccsu.edu  
Prof. Rocío Fuentes  
(WLT Teacher Education Coordinator)  
roco.fuentes@ccsu.edu



## Ready to apply?

Visit the school of Education and Professional Studies website and download an application form



The deadlines are September and February 10th



Need more information?

Professor Rocio Fuentes  
World Language Teacher Education Program  
Coordinator  
[rocia.fuentes@ccsu.edu](mailto:rocia.fuentes@ccsu.edu)

Professor Carmela Pesca  
Chair of the Modern Languages Department  
[pescac@ccsu.edu](mailto:pescac@ccsu.edu)

Department of Modern Languages  
Phone: (860) 832-2875

## Thinking of Becoming a World Language Teacher?

# BSEd in World Languages



Department of Modern Languages  
CCSU

### Do you have what it takes to be a World Language Teacher?

- ♦ Do you have a passion for languages?
- ♦ Are you interested in learning about different cultures?
- ♦ Are you a global citizen?
- ♦ Do you want to share your knowledge and change students' lives?
- ♦ Are you interested in job opportunities that involve both personal and professional growth?

If the answer is YES! Then you are a good candidate for our BSEd programs.



### Description

The Department of Modern Languages at CCSU offers a BSEd—a Bachelor's degree leading to teaching certification in:

- ♦ Spanish
- ♦ French
- ♦ Italian

Our graduates are qualified to teach K-12 through a program that offers certification for grades 7-12 and a cross-endorsement for K-6. You will be highly competitive as you will be trained and certified to teach from Kindergarten to High School Students!

Our BSEd consists of 36 credits in a Foreign Language major (i.e., Spanish, French or Italian) and 37 credits from the Professional Studies Program. After obtaining your certificate, you'll be able to apply for a permanent teaching position.

#### What benefits will I get as a teacher?

- ♦ Broaden your mind and share your passion for languages
- ♦ Help prepare the new generation of global citizens
- ♦ Develop highly specialized communication, language proficiency and interpersonal skills
- ♦ Gain job security as many teaching positions carry tenure or continuing contracts, and work benefits



- Register your students by **February 12, 2016**.
- **For Registration Guidelines, see** <http://coltpoetrycontest.weebly.com/>
- - 1) Registration fee will be \$8/student
  - 2) Postmark date will be February 12, 2016.
  - 3) A minimum of 3 students (from all schools) will be needed to hold a contest in a given language.
- **Registration Limits for 2016:**
  - 1) Students may participate in a maximum of two languages.
  - 2) Middle School Heritage Speaker contests: up to 3 students/language.
  - 3) High School Heritage Speakers: up to 3 students/language (any combo 9-10 & 11-12)
  - 4) For all other contests: only 1 student per language level may be registered.
- **There will be RAFFLE BASKETS for teachers and judges!**
- **There will be a PHOTO OP AREA** where COLT will happily snap a picture of you and your students on your camera or smart phone.

**About the slates for COLT's 35th Annual World Language Poetry Recitation Contest:**

- **Contestants for which slates have been formulated** -- in Chinese, French, German, Italian, Polish, Portuguese, and Spanish -- **MUST recite selections from these approved slates of poems found below. No substitutions will be permitted.**

**For Middle School 1, 2, Heritage Speakers & High School 1: 10-20 lines**

**For all other High School levels + Heritage Speakers: 14-30 lines**

Please remind students that they are to recite -- not sing or act -- their poems to avoid disqualification.

- **For other registration information, please consult the 2016 Poetry Contest Rules and Regulations at** <http://coltpoetrycontest.weebly.com/>

**Questions about the poems or about judging?**

- Please contact Dr. MaryLouise Ennis, Chair of Poetry Judges, at [ml.ennis@aya.yale.edu](mailto:ml.ennis@aya.yale.edu).



# Northeast Conference on the Teaching of Foreign Languages in NYC

February 11-13, 2016

NECTFL16



## CONFERENCE REGISTRATION IS NOW OPEN!

Please visit <http://www.nectfl.org/conference>  
to see the following information:

- [General Conference Information](#)
- [Program Overview and Conference Schedule](#)
- [Listing of pre-conference workshops for Thursday, February 11, 2016](#)
- [Theme and Strands](#)
- [Printable registration form](#)
- [Online registration form](#)
- [Hotel registration](#)

Our mailing address has changed. Please highlight our NEW mailing address on all school  
PO/payment request forms. All hard copy registrations and payments should be sent to:

NECTFL, 2400 Main St., Buffalo, NY 14214

We're looking forward to seeing you in New York City!

**#nectfl16**

Follow us on Twitter @NECTFL1



Hosted by the University of Connecticut

Abstract Deadline: **September 30, 2015**

You do **NOT** need to be a current NeMLA member to submit an abstract

Full information regarding the 2016 Call for Papers may be found on our website:

<https://www.cfplist.com/nemla/Home/cfp>

2016 Call for Papers  
Northeast Modern Language Association  
47<sup>th</sup> Annual Convention  
Hartford, Connecticut  
March 17-20, 2016

In spring 2016, the Northeast Modern Language Association (NeMLA) will meet in Hartford, Connecticut, for its 47th Annual Convention. Every year, this event affords NeMLA's principal opportunity to carry on a tradition of lively research and pedagogical exchange in language and literature. The convention will include a full array of sessions, workshops, literary readings, film screenings, and guest speakers.

Hartford features some of the most significant historic and cultural sites in New England: the adjacent and interconnected Mark Twain and Harriet Beecher Stowe Houses; the artistic and cultural collections at the Wadsworth Atheneum; classic and contemporary performances at the Hartford Stage, Theater Works, and the Bushnell Center for Performing Arts; archives and research opportunities at the Connecticut Historical Society and Connecticut State Library and State Archives; unique and offbeat museums for kids and families such as the Connecticut Science Center and the CRRA Trash Museum; and much more. Both Adriaen's Landing (the newly completed area around the convention center) and the historic downtown feature a variety of restaurants, shops, and parks.

Please join us for this convention, which will feature approximately 400 sessions, dynamic speakers and cultural events. Interested participants may submit abstracts to more than one NeMLA session; however, panelists can only present one paper (panel or seminar). Convention participants may present a paper at a panel and also present at a creative session or participate in a roundtable.

For more information, visit <http://www.nemla.org> or email [support@nemla.org](mailto:support@nemla.org)



## The Hard-Working Italian Origins of the Rockefeller Center Christmas Tree



Workers excavating the site for Rockefeller Center in Midtown lined up by a Christmas tree, the first mounted there, on Dec. 24, 1931. Associated Press

By JIM DWYER

Dressed in overalls and jackets, wearing work boots and hats, the men lined up five dozen strong on Christmas Eve 1931 for that week's pay at a Midtown Manhattan construction site.

Behind them stood a fine Christmas tree. It had been mounted by the men and draped with the traditional cranberry strings and garlands.

They also decorated it with the foil wrappers from blasting caps, a tool of their trade: dynamiting ancient rock to make way for the modern city.

The rubble ground where they stood would become Rockefeller Center. Two years later, after 30 Rockefeller Plaza opened, the annual lighting of a giant Christmas tree became the five-star, traffic-stopping pageant that will unfold again on Wednesday.

As with so many rituals of the season, the Rockefeller Center tree makes a stand against the long December nights, its splendor amplified by the gilded setting and the tides of people who come to gaze at it.

Nearly lost to history are the tree's origins with men who worked in construction, most of them Italian immigrants, who were glad for a job during the Depression.

"My grandfather picked up a tree and brought it there," said Steve Elling, of Great Barrington, Mass.



Cesidio Perruzza and his wife, Gerarda, made wine in their basement at 358 Prospect Place in Brooklyn in the 1940s. Raymond W. Elling

His grandfather was Cesidio Perruzza, born in the 1880s in the village of San Donato Val di Comino in Italy. He finished only the third grade. When he came to the United States in 1901, he got work, as many of his countrymen did, in excavation. It was a dangerous, filthy business, often performed under the fist of Irish contractors who had crossed the Atlantic a few decades ahead of the Italians, as Paul Moses writes in "[An Unlikely Union: The Love-Hate Story of New York's Irish and Italians](#)."

Mr. Perruzza, and thousands like him, spent the first half of the 20th century opening the crust of Manhattan Island to make way for places like Rockefeller Center, the United Nations, the Foley Square courthouse, the Sixth Avenue subway, Madison Square Garden and a vault for precious art beneath the Frick Collection. "He learned the little jobs, and watched and worked as he went along," said Josephine Perruzza Elling, 90, the youngest of his 10 children. "He was a drill runner and powder monkey before he became a blaster. He learned the veins of the rock."

Before coming to the United States, Mr. Perruzza married a 16-year-old girl from the same village, Gerarda Cucchi. He was 19.

<http://www.nytimes.com/2015/12/02/nyregion/the-hard-working-italian-origins-of-the-rockefeller-center-christmas-tree.html>

"He came first to make some money," Mrs. Elling said. "He left her pregnant."

Mr. Perruzza sent a first-class ticket for her passage. "My mother didn't know what the ocean was like," Mrs. Elling said. "She didn't know what ice cream was. She was a peasant."



Josephine Elling at her home this month in Massachusetts. Her father was Mr. Perruzza, who put the first Christmas tree in Rockefeller Center in 1931. Nathaniel Brooks for The New York Times

They never went back. The family bought a house at 358 Prospect Place in Brooklyn. In all, seven children survived infancy. The Perruzzas made wine in the basement, using a press Cesidio built from salvaged lumber. "We would get the crates of grapes, and everyone had a job," Mrs. Elling said. "As the youngest, my job was to take the nails out of the box and straighten them out with a little hammer, and throw them in a can. We burned the wood in the stove. Nothing was thrown away."

Her brothers occasionally went to work with their father. "It was to show them that he didn't want them to do the heavy work he was doing in the mud, sleet, cold, snow, the dust," Mrs. Elling said.

Mr. Perruzza was profiled in a 1955 article in The Daily News, with the headline: "How to Be Dynamiter at 70: Shun Hangovers." Not long after, he retired to care for his wife, whose health was failing. He developed breathing problems. The couple remained in Brooklyn until 1971, when robbers bound and gagged them in their home. After that they moved to Massachusetts, and were dead within a year.

"He had a box of dynamite in the basement," Mrs. Elling said. "When they moved, they had to call the bomb squad."

In "[Great Fortune: The Epic of Rockefeller Center](#)," Daniel Okrent writes of that 1931 tree, "The progenitor of the world's most famous Christmas tree was a relatively modest balsam rising out of a rock floor near the eastern end of the central block."

Mr. Perruzza's role is not documented outside of family lore.

"My grandfather took up a collection amongst his men to purchase the tree," Mr. Elling said. "He told us that they also used gum wrappers and detonator blasting caps as ornaments."

It sounds entirely likely. History leaves this certainty: Mr. Perruzza appears in a picture of that Christmas Eve payday, one in a line of immigrants who helped build up the city. Along the way, they stood up a tree.



# Samantha Cristoforetti

## La prima italiana dello Spazio



### Dati biografici

Nata a Milano il 26 aprile 1977. Cristoforetti ama fare escursioni a piedi, immersioni, esplorare grotte, il nuoto, la corsa, sollevamento pesi e yoga. Altri interessi includono le lingue straniere, la lettura e il ballo.

### Studi

Cristoforetti ha conseguito il diploma di Liceo Scientifico a Trento, nel 1996.

Nel 2001, si è laureata all'Università Tecnica di Monaco di Baviera, in Germania, con un master in ingegneria. Ha frequentato per quattro mesi la scuola nazionale superiore di aeronautica e dello spazio di Tolosa, in Francia, come parte degli studi (scambio programma Erasmus) e per dieci mesi l'Università Mendeleev delle Tecnologie Chimiche, a Mosca, in Russia, dove ha condotto delle ricerche per la sua tesi di laurea.

Ha inoltre portato a termine un diploma di scienze aeronautiche all'Università Federico II di Napoli, Italia, nel 2005.

### Esperienza

Dal 2001 Cristoforetti ha frequentato l'Accademia di Pozzuoli, Italia, dell'Aeronautica Italiana, diplomandosi nel 2005. Durante la sua permanenza all'Accademia ha prestato servizio come "class leader" e le è stata assegnata la Spada d'Onore per il miglior raggiungimento accademico.

Dal 2005 al 2006 è stata alla Sheppard Air Force Base in Texas, negli Stati Uniti.

Nel 2007 è stata assegnata al 212<sup>a</sup> Squadrone, 61<sup>a</sup> Stormo Addestramento al Volo a Galatina, Italia, dove ha completato l'addestramento 'Introduction to Fighter Fundamentals'.

Nel 2008 si è unita al 101<sup>a</sup> Squadrone, 32<sup>a</sup> Stormo Bomber di base a Foggia, Italia, dove ha seguito l'addestramento operativo di conversione per il velivolo di attacco da guerra AM-X.

Cristoforetti è diventata pilota da guerra dopo aver completato l'addestramento della Euro-NATO Joint Jet Pilot ed ha fatto parte del 132<sup>a</sup> Squadrone, 51<sup>a</sup> Stormo Bomber, di stanza a Istrana, Italia.

Cristoforetti è Capitano dell'Aeronautica Italiana. Ha accumulato più di 500 ore di volo su sei tipi di aerei militari, compresi gli SF-260, T-37, T-38, MB-339A, MB-339CD, AM-X. Ha ricevuto il titolo di volo di 'Best Wingman' durante l'addestramento con il T-38.

Assunta dall'ESA nel settembre 2009, nel novembre 2010 ha completato con successo l'addestramento base degli astronauti.

Nel 2011 è stata assegnata all'addestramento come Reserve Astronaut e ha quindi completato l'allenamento ai sistemi della ISS, quello per le EVA (le "passeggiate spaziali") e ha frequentato corsi riguardanti la navicella Soyuz, per il "sedile di sinistra", ovvero il ruolo di primo ingegnere di volo.

A luglio 2012 è stata assegnata alla missione **Futura** dell'Agenzia Spaziale Italiana (ASI) a bordo della Stazione Spaziale Internazionale, il cui lancio con la navicella Soyuz è avvenuto il 23 novembre 2014 dal cosmodromo di Baikonour, Kazakistan, insieme agli astronauti Terry Virts (NASA) e Anton Shkaplerov (Roscosmos). Si tratta della seconda missione di lunga durata dell'ASI sulla Stazione Spaziale Internazionale, ottava missione di lunga durata per un astronauta ESA.

L'Agenzia Spaziale Italiana ha acquisito diritti nazionali di utilizzo e di opportunità di volo alla Stazione Spaziale Internazionale in cambio dello sviluppo di moduli pressurizzati per il rifornimento logistico della ISS (gli MPLM), e di un modulo abitativo permanentemente attaccato alla Stazione Spaziale Internazionale (Permanent Multipurpose Module – PMM-). Gli MPLM e il PMM Leonardo sono elementi del programma ISS sviluppati dall'ASI e forniti dall'Italia agli Stati Uniti.

Quando non è in addestramento negli Stati Uniti, in Russia, in Canada o in Giappone, Cristoforetti è di base al Centro Astronautico Europeo (EAC) di Colonia, in Germania. Le piace interagire con gli entusiasti dello spazio su Twitter, come @AstroSamantha.

<http://www.asi.it/it/flash/abitare-lo-spazio/samantha-cristoforetti>



## Più moderno di ogni moderno: Pasolini a Bologna

Il Comune di Bologna e la Fondazione Cineteca promuovono un progetto **speciale dedicato a Pier Paolo Pasolini**, alla sua opera di poeta, narratore, saggista, cineasta e drammaturgo, **Un tributo da parte della città in cui Pasolini è nato e dove è avvenuta la sua formazione intellettuale**, in occasione dei 40 anni dalla sua morte.



**"Più moderno di ogni moderno. Pasolini a Bologna"**, questo il titolo del progetto che cita esplicitamente un famoso componimento di Pasolini confluito nella raccolta "Poesia in forma di rosa" e che prevede un composito e ricco programma. Tra le mostre, l'evento di punta sarà "Officina Pier Paolo Pasolini", esposizione dedicata al complesso universo estetico e culturale di Pasolini, realizzata da Cineteca di Bologna, in collaborazione con l'Istituzione Bologna Musei, che sarà allestita al MAMbo - Museo d'Arte Moderna di Bologna da dicembre 2015 a marzo 2016. Tra le proiezioni, il restauro del film "Salò o le 120 giornate di Sodoma", che, dopo la presentazione ufficiale alla 72° Mostra del Cinema di Venezia, dal 2 novembre sarà a Bologna in prima visione.

**E poi ancora, da settembre fino a marzo, proiezioni, incontri, conferenze, spettacoli di teatro e danza, performance, concerti, letture e altri interventi artistici saranno proposti dalle istituzioni e dagli operatori culturali pubblici e privati in diversi luoghi del territorio metropolitano.** Il programma dettagliato sarà pubblicato sul sito [piumodernodiognimoderno.it](http://piumodernodiognimoderno.it).

<http://www.bolognadavivere.com/2015/09/pasolini/>

# Poesia: Pier Paolo Pasolini

## Frammento alla morte

Vengo da te e torno a te,  
sentimento nato con la luce, col caldo,  
battezzato quando il vagito era gioia,  
riconosciuto in Pier Paolo  
all'origine di una smaniosa epopea:  
ho camminato alla luce della storia,  
ma, sempre, il mio essere fu eroico,  
sotto il tuo dominio, intimo pensiero.  
Si coagulava nella tua scia di luce  
nelle atroci sfiducie  
della tua fiamma, ogni atto vero  
del mondo, di quella storia:  
e in essa si verificava intero,  
vi perdeva la vita per riaverla:  
e la vita era reale solo se bella...

La furia della confessione,  
prima, poi la furia della chiarezza:  
era da te che nasceva, ipocrita, oscuro  
sentimento! E adesso,  
accusino pure ogni mia passione,  
m'infanghino, mi dicano informi, impuro  
ossesso, diletta, spergirio:  
tu mi isoli, mi dai la certezza della vita:  
sono nel rogo, gioco la carta del fuoco,  
e vinco, questo mio poco,  
immenso bene, vinco quest'infinita,  
misera mia pietà  
che mi rende anche la giusta ira amica:  
posso farlo, perché ti ho troppo patita!

Torno a te, come torna  
un emigrato al suo paese e lo riscopre:  
ho fatto fortuna nell'intelletto  
e sono felice, proprio  
com'ero un tempo, destituito di norma.  
Una nera rabbia di poesia nel petto.  
Una pazza vecchietta di giovinetto.  
Una volta la tua gioia era confusa  
con il terrore, è vero, e ora  
quasi con altra gioia, livida, arida:  
la mia passione delusa.  
Mi fai ora davvero paura,  
perché mi sei davvero vicina, inclusa  
nel mio stato di rabbia, di oscura  
fame, di ansia quasi di nuova creatura.

Sono sano, come vuoi tu,  
la nevrosi mi ramifica accanto,  
l'esaurimento mi inaridisce, ma  
non mi ha: al mio fianco  
ride l'ultima luce di gioventù.  
Ho avuto tutto quello che volevo, ormai:  
sono anzi andato anche più in là  
di certe speranze del mondo: svuotato,  
eccoti lì, dentro di me, che empi  
il mio tempo e i tempi.  
Sono stato razionale e sono stato  
irrazionale: fino in fondo.  
E ora... ah, il deserto assordato  
dal vento, lo stupendo e immondo  
sole dell'Africa che illumina il mondo.  
Africa! Unica mia alternativa.

## La mancanza di richiesta

### di poesia

Come uno schiavo malato, o una bestia  
vagavo per un mondo che mi era assegnato in sorte,  
con la lentezza che hanno i mostri  
del fango - o della polvere - della selva  
strisciando sulla pancia - o su pinne  
vane per la terraferma - o ali fatte di membrane...  
C'erano intorno argini, o massicciate,  
o forse stazioni abbandonate in fondo a città  
di morti - con le strade e i sottopassaggi  
della notte alta, quando si sentono soltanto  
treni spaventosamente lontani,  
e sciaquii di scoli, nel gelo definitivo,  
nell'ombra che non ha domani.  
Così mentre mi erigevo come un verme,  
molle, ripugnante nella sua ingenuità,  
qualcosa passò nella mia anima - come  
se in un giorno sereno si rabbuiasse il sole;  
sopra il dolore della bestia affannata  
si collocò un altro dolore, più meschino e buio,  
e il mondo dei sogni s'incrinò.  
«Nessuno ti richiede più poesia!»  
E: «È passato il tuo tempo di poeta...»  
«Gli anni cinquanta sono finiti nel mondo!»  
«Tu con le ceneri di Gramsci ingiallisci,  
e tutto ciò che fu vita ti duole  
come una ferita che si riapre e dà la morte!»



## Il centro del mondo

Povero come un gatto del Colosseo,  
vivevo in una borgata tutta calce  
e polverone, lontano dalla città  
e dalla campagna, stretto ogni giorno  
in un autobus rantolante:  
e ogni andata, ogni ritorno,  
era un calvario di sudore e di ansie.  
Lunghe camminate in una calda caligine,  
lunghe crepuscoli davanti alle carte  
ammucchiate sul tavolo, tra strade di fango,  
muriccioli, cassette bagnate di calce  
e senza infissi, con tende per porte...  
Passavano l'olivaio, lo straccivendolo,  
venendo da qualche altra borgata,  
con l'impolverata merce che pareva  
frutto di furto, e una faccia crudele  
di giovani invecchiati tra i vizi  
di chi ha una madre dura e affamata ...

Un'anima in me, che non era solo mia,  
una piccola anima in quel mondo sconfinato,  
cresceva, nutrita dall'allegria  
di chi amava, anche se non riamato.  
E tutto si illuminava, a questo amore  
forse ancora di ragazzo, eroicamente,  
e però maturato dall'esperienza  
che nasceva ai piedi della storia.  
Ero al centro del mondo, in quel mondo  
di borgate tristi, beduine,  
di gialle praterie sfregate  
da un vento sempre senza pace,  
venisse dal caldo mare di Fiumicino,  
o dall'agro, dove si perdeva  
la città fra i tuguri; in quel mondo  
che poteva soltanto dominare,  
quadrato spettro giallognolo  
nella giallognola foschia,  
bucato da mille file uguali  
di finestre sbarrate, il Penitenziario  
tra vecchi campi sopiti casali.

Le cartacce e la polvere che cieco  
il venticello trascinava qua e là,  
le povere voci senza eco  
di donnette venute dai monti  
Sabini, dall'Adriatico, e qua  
accampate, ormai con torme  
di deperiti e duri ragazzini,  
stridenti nelle canottiere a pezzi,  
nei grigi, bruciati calzoncini,  
i soli africani, le piogge agitate  
che rendevano torrenti di fango  
le strade, gli autobus ai capolinea  
affondati nel loro angolo  
tra un'ultima striscia d'erba bianca  
e qualche acido, ardente immondezzaio ...  
era il centro del mondo, com'era  
al centro della storia il mio amore  
per esso: e in questa  
maturità che per essere nascente  
era ancora amore, tutto era  
per divenire chiaro era chiaro!  
Quel borgo nudo al vento,  
non romano, non meridionale,  
non operaio, era la vita  
nella sua luce più attuale:  
vita, e luce della vita, piena  
nel caos non ancora proletario...



## In periferia: un'altra Roma



Manca poco alla cena;  
brillano i rari autobus del quartiere,  
con grappoli d'operai agli sportelli, ..  
e gruppi di militari vanno, senza fretta...  
...e, non lontano, tra casette  
abusive ai margini del monte, o in mezzo. .  
a palazzi, quasi a mondi , dei ragazzi  
leggeri come stracci giocano alla brezza  
non più fredda, primaverile; ardenti  
di sventatezza giovanile la romanasca  
loro sera di maggio scuri adolescenti  
fischiano pei marciapiedi, nella festa  
vespertina; e scrosciano le saracinesche  
dei garages di schianto, gioiosamente,  
se il buio ha resa serena la sera...  
E un brusio la vita...



## La meglio gioventù

Un poco ubriachi cantano, alla mattina presto,  
coi fazzoletti rossi stretti intorno alla gola,  
poi comandano rauchi quattro litri di vino  
e caffè per le ragazze, che ormai tacciono piangendo.  
Venite, treni, caricate questi giovani che cantano  
coi loro blusoni inglesi e le magliette bianche.  
Venite, treni, portate lontano la gioventù  
a cercare per il mondo ciò che qui è perduto.  
Portate, treni, per il mondo, a non ridere mai più,  
questi allegri ragazzi scacciati dal paese.

## Le miei zoventù

Un puc ciocs a ciàntin la matina bunora  
cui fassolès ros strens atòr la gola,  
e a comandin sgrausis quatru litros di vjn  
e caffè par li zòvjnjis che ormai tàzin planzint.  
Vegnèit, trenos, ciamàit chis-ciu fantàs ch'a ciàntin  
cui so blusòns inglèjs e li majetis blancjs.  
Vegnèit, trenos, puartàit lontàn la zoventù  
a sarcia par il mond chel che cà a è pierdùt.  
Puartàit, trenos, pal mond a no ridi mai pi  
chis-ciu legris fantàs paràs via dal pais.

## Viers Pordenon e il mont



Sono restati nei vetri delle credenze  
i figli a guardare con gli occhi chiari  
nella luce delle cucine,  
senza più vedere i focolari,  
né le travi nere di fumo,  
né la tavola unta, né le ceste,  
né gli zoccoli lasciati  
abbasso dalle ragazze scappate  
in camera con l'odore dei figli.

Guardano con le loro sciallette,  
coi loro vestiti scuri di festa,  
soli o in due, o sulle carrette  
in un giorno di Maggio, vicino ai muri  
della Chiesa o della Cantina.  
Ma non vedono la loro madre piegata  
a rompere gli stecchi di un fascina,  
contro il ginocchio, la mattina  
presto, lei e la fiamma quieta.

Se in quei visi bianchi e rosa  
riluce quel riso, quello, e non un altro,  
quel fare spavaldo e tenero,  
è perché sono qui, dell'Alta,  
nati in questi poveri paesi;  
la terra nei figli è fresca  
come se fosse nuovo il tempo antico  
dei vecchi: allegri, con un vestito  
di lavoro e un vestito di festa.

Sanno soltanto questa maniera  
di essere giovani, di fare l'amore,  
di stare nel campo o vicino al fuoco,  
questa terra è loro, perché essi  
sono soltanto di questa terra.  
Eppure sono stafi cacciati lontano.  
Come nelle spighe la primavera,  
la gioventù dell'Alta era  
in essi: ma non era loro il loro pane.

Nel terso cerchio delle pupille  
di quei giovinetti in terre lontane,  
il nuovo grido delle rondini,  
il vecchio canto delle campane,  
cadono senza riscuoterli.  
«Ah Dio - dice la madre - che tardi!»  
e scalza sul pavimento  
corre a vestirsi per scendere  
in Chiesa tra i campi già chiari.

Torna a casa che sono un po' più chiari.  
Attizza il fuoco, mette a bollire  
il latte, distende sulle siepi  
le federe bianche, i lenzuoli.  
Volano intorno le allodole.  
I figli sotto il loro bel ciuffo biondo  
guardano senza vederle:  
hanno dimenticato le fionde,  
andando giù verso Pordenone e il mondo.

A san restàs ta li vitrinis  
i fis a vuardà cui vuj clars  
in ta la lus da li cusinis,  
sensa pi jodi i fogolàrs,  
nè li tras infumantadis,  
nè la tàula onr.a, nè i zèis  
nè li dälminis lassadis  
abàs da li frutis s-ciampadis  
in ciambra cu l'odòur dai tejs.

A vuardin cu li so siarpetis  
cui so vistis di fiesta scurs,  
bessoj o in dai, o ta li caretis,  
ta na di di Maj, dongia i murs  
da la Glisia o da la Ciantina.  
Ma a no jodin so mari pleta  
a spacà i stecs di na fassina,  
cuntra il zenoli, di marina  
bunora, ie e la flama quieta.

Se ta chè musis bianci e rosa  
a lus chel ridi, chel, e no n'altri,  
chel fà luturàn e dolisiòus,  
a è parsè ch'a san di cà, da l'Alta!,  
nassus ta chis-ciu puòrs pais;  
la ciera tai fis a è fres-cia  
coma s'al fos nòuf il ,timp antic  
dai vecius: legris, cu un vistit  
di vura, e up vistit di fiesta.

A san doma che chistu mòut  
di essi zòvins, di fà l'amòur,  
di stà tal ciamp o: dongia il fòuc;  
chista ciera a è so, parsè lòur  
a san doma che di chista ciera.  
Epur san stas paràs lontano  
Coma tai spics la primavera  
la zoventut da l'Alta a era  
in lòur: ma no era so il so pan.

Tal sercli net da li pupilis  
dai zovinus in cieris lontanis  
il Sigli nòuf da li sisilis,  
il veciu ciant da li ciampanis  
a colin senza scaturfju.  
«Ah Diu -a dis la mari -se tars!»  
e dis-ciapinela pal sulisu  
a cor a vistisi par zi ju  
in Glisia pai ciamps zà clars.

A torna ch'a san un puc pi clars.  
A stissa il fòuc, a met a boj  
illat, a distira tai bars  
li intimelis blancis, i ninsoj.  
A sवालिन intor li òdulis.  
I fis sot il so biel sui biont,  
a vuardin senza pi jodilis:  
a àn dismintiat li so sfiondis  
zint ju viers Pordenon e il mont.



# Connecticut COLT Fall Conference 2015

## Lead with Languages: Global skills for a Competitive Edge



Monday – October 26, 2015

CoCo Key -Waterbury, Connecticut – I-84E (Exit 25A) I-84W (Exit 26)

Keynote: Helena Curtain

Per il programma completo, si veda [www.ctcolt.org](http://www.ctcolt.org)

Queste sono le sessioni che potrebbero interessare gli insegnanti d'italiano:

### B-12: KEYNOTE ADDRESS BY HELENA CURTAIN



Helena Curtain has worked as a language educator at all levels. She served as Foreign Language Curriculum Specialist for the Milwaukee Public Schools for many years and in that capacity coordinated and supervised K-12 foreign language, immersion and ESOL programs. She served as associate professor at the

University of Wisconsin-Milwaukee and directed the Foreign Language and ESOL teacher preparation programs. She is the co author of *Languages and Children: Making the Match* which has been translated into Chinese. She has received several national and regional awards and has authored numerous articles dealing with second language instruction. She has broad experience working with schools and school districts, teaching and conducting workshops throughout the United States and internationally in thirty-one countries.

### A-07: IL CARNEVALE – ALLEGRIA!

Rosy Maria Pitruzzello, *CITA*, *NIAF*

**Main Language of the Presentation:** Italian

**Examples in:** English, Italian

**Audience:** Middle School, High School, University

The lesson pertains to Carnevale the joy, the color, the food and the events which characterize this mostly pagan celebration in Italy. The workshop focuses on three main questions and then hands out to the students the opportunity to be creative and use their imagination, as much as Carnevale itself suggests. The participants will be introduced to the Topic of *Il carnevale*. There will be specific handouts and material that would ideally be used by the students. The Powerpoint will be exposed and the lesson will be recreated as if we were in a regular classroom in order to evaluate and discuss all together the validity and the utility of the lesson plan. The audience will be guided through the whole lesson which will include homework activities which have been differentiated, to support and to expand, for all types of students and their specific needs. All material will be provided and Powerpoint can be also accessed. It will mostly be group work and discussion.

### D-31: LA TAVOLA ROTONDA

Gina Gallo Reinhard, *Bristol Central High School*

**Main Language of the Presentation:** Italian

**Examples in:** Italian

**Audience:** High School

This round table discussion will offer insight on how to better the Italian programs in our area. The group will discuss topics such as:

- Needs for Italian students and teachers
- grant and professional development information
- study abroad information
- collaboration
- Italian events across the state

### C-18: BECOME AN ITALIAN WEB CHEF

Rosy Maria Pitruzzello, *CITA*, *NIAF*

**Main Language of the Presentation:** Italian

**Examples in:** English, Italian

**Audience:** High School, University

This is a Performance Assessment. The audience/students will be guided through the Topic and the Calendar of the Activities and the goal is to build in the students the knowledge of how to describe a Recipe both in the Written and Spoken form. The excitement of being recorded, for their spoken performance and following assessment, will keep students more engaged and stimulated. There will be handouts for the audience to use and the discussions will be immediately opened to creating, in groups, some of the activities and worksheets that the students will be using when generally practicing or even better, when we as teachers are checking for understanding. The products may be included and added to the performance assessment and the all discussions and suggestions are welcomed.



IACE, in collaboration with Studio Arcobaleno,  
is pleased to invite you to

Workshop for Teachers of Italian

"Laboratorio linguistico teatrale. Diario di Un gatto con gli stivali  
di Roberto Vecchioni"

November 7th 2015, 9:30 am – 4:30 pm  
Consulate General of Italy, New York City, NY

RSVP

The workshop is free.

To RSVP please email [sonia.beretta@studio-arcobaleno.it](mailto:sonia.beretta@studio-arcobaleno.it)

*Details:*

**CORSO di FORMAZIONE PROFESSIONALE  
LA COMUNICAZIONE ALLA BASE DELL'INSEGNAMENTO  
DELLA LINGUA E DELLA CULTURA ITALIANA  
LE DIVERSE FORME COMUNICATIVE: IMMAGINE, MUSICA, GESTUALITÀ,  
CINEMA, TEATRO...  
A SUPPORTO DELLE ESPERIENZE LINGUISTICHE  
UN'ESPERIENZA DI VITA E DI SCUOLA CON L'UTILIZZO DEL TESTO "FUSI E  
REFUSI"  
TRATTO DA: "DIARIO DI UN GATTO CON GLI STIVALI", di Roberto Vecchioni**

Il programma di lavoro:

8.30 Registrazione  
9.15 Apertura del corso  
Saluto della città  
Presentazione del Equipe e dei docenti  
10.15 Illustrazione del programma e sua validazione. Riferimenti teorici: il narrativo, il vivente e il teatro. Il significato e l'efficacia della dimensione teatrale nel vissuto in una pedagogia che attinge al valore dell'integrazione e della coerenza delle funzioni cognitive  
M. R. ILLI MORGANTI  
10.45 Sperimentazione teatrale  
12.00 Pausa lunch  
13.00 Analisi di un testo adeguato al tema (definizione scenica e al suo gioco delle parti). Fusi e Refusi di Roberto Vecchioni. Analisi del testo dal punto di vista linguistico. Scena di lavoro  
FEDERICA PROTTI  
13.45 Metodologia e strategie didattiche per l'insegnamento di una lingua straniera attraverso varie forme di dimostrazione: indicazioni metodologiche e didattiche per la realizzazione di una rappresentazione teatrale: passaggi fondamentali  
SONIA BERETTA  
14.30 Dal testo alla rappresentazione teatrale: organizzazione della regia che trasporta la storia in uno spettacolo. Indicazioni operative e suggerimenti. Analisi del testo finalizzate alle apprese tecniche. Risorse e materiali per la realizzazione.  
LQUI/1  
15.15 Dibattito e Considerazioni. Consegna attestati.

15.45 ASSEGNAZIONE PREMI STUDIO ARCOBALENO PER IL SOSTEGNO ALLA LINGUA E ALLA CULTURA ITALIANA

Contatti: [sonia.beretta@studio-arcobaleno.it](mailto:sonia.beretta@studio-arcobaleno.it)



ITALIAN LANGUAGE WORKSHOP

# LA MUSICA PER L'INSEGNAMENTO DELL'ITALIANO

325 Behrakis  
Northeastern  
University

November 7th  
2:30-5:30pm

In occasione della **XV Edizione della Settimana della Lingua Italiana nel Mondo**, l'Ufficio Scolastico del Consolato di Boston, CASIT, AATI, MITA, RITI e il Programma di Italiano alla NEU organizzano un workshop dedicato all'insegnamento della lingua italiana attraverso l'uso della musica.

Introduzione e presentazione del workshop: Domenico Savio Teker, dir. *Ufficio Scolastico del Consolato di Boston*.

Moderatrice: Gina Maiellaro, *Northeastern University*.

Relatori: **Walter Valeri**, *Boston Conservatory* e **Stefano Marchese**, *Pirandello Lyceum*.

Le iscrizioni al workshop sono gratuite e aperte agli insegnanti di lingua italiana di vari livelli.

PDP potranno essere riconosciuti su richiesta.

Per maggiori informazioni contattare Gina Maiellaro a [G.maiellaro@neu.edu](mailto:G.maiellaro@neu.edu)

Per iscriversi al workshop, usare questo [link](#)





# CONNECTICUT VIRTUOSI CHAMBER ORCHESTRA

Since 1997 | Connecticut's Premier Chamber Orchestra - Adrian Sylveen – Artistic Director

## Le Nozze di Figaro (The Marriage of Figaro)

CT LYRIC OPERA & CT VIRTUOSI ORCHESTRA



## Mozart's Le Nozze di Figaro

*Music by Wolfgang Amadeus Mozart  
Libretto by Lorenzo Da Ponte*

Mozart's beloved *Le Nozze di Figaro* (The Marriage of Figaro), Mozart's comedic masterpiece follows the story of Figaro, Count Almaviva's man servant, and his plans to marry his love, Susanna. The plot twists humorously as Count Almaviva meddles with Figaro's plans, spurring the Countess to plan revenge against her philandering husband. A series of comedic mix ups and mistaken identities ensue before all lessons are learned and happiness is restored.

The cast features several CLO favorites including baritone Luke Scott as the resourceful Figaro and soprano Jurate Svedaite as the aggrieved Countess, as well as talented newcomers, including soprano Amanda Kuhl as Susannah, baritone Justin Ryan as the Count and Polish soprano, Joanna Dubiela as the girl-crazy Cherubino.



*"No, my lord Count, you shan't have her... you shall not have her! Just because you are a great nobleman, you think you are a great genius—nobility, fortune, rank, position! How proud they make a man feel! What have you done to deserve such advantages? Put yourself to the trouble of being born—nothing more...  
— Pierre-Augustin Caron de Beaumarchais*

### PERFORMANCE LOCATIONS & ADMISSION INFO:

Fri. Nov. 6, 7:30PM  
Trinity-Da-Ham Arts Center  
69 Main Street, New Britain  
(860) 229-2072

Sat. Nov. 7, 7:30PM  
MHS Performing Arts Center  
700 La Rosa Lane, Middletown  
(860) 343-7555 (New Number)

Wed. Nov. 11, 7PM  
Infinity Hall  
32 Front St, Hartford  
(866) 666-6306

Sun. Nov. 15, 4PM  
Garde Arts Center  
325 State St, New London  
(860) 444-7373 ext 1

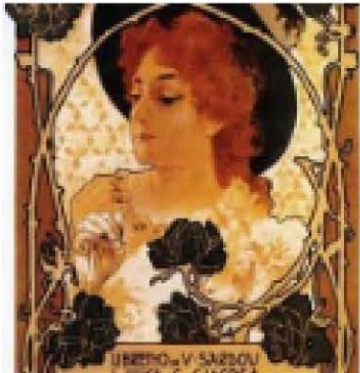
### CAST:

**Figaro:** Luke Scott  
**Susanna:** Amanda Kuhl, Tian Qin  
**Countess:** Jurate Svedaite Waller  
**Count:** Justin Ryan, Hartley Horn  
**Cherubino:** Joanna Dubiela, Allison Lindsay  
**Bartolo:** Steve Fredericks  
**Antonio:** Steve Fredericks  
**Basilio:** Claudio Giovanni  
**Don Curzio:** Claudio Giovanni  
**Marcelina:** Kerry Gotschall  
**Barbarina:** Kateryna Diachenko

**Artistic Director:** Adrian Sylveen  
**Stage Director:** Jaroslaw Strzemien

**Production coordinator:** Matthew Burry  
**Set & lights:** Joe Marturano  
**Stage Manager:** Noelle Butler  
**Graphic Designer:** Moana McAuliffe

# Opera – Tosca



IACE in collaboration with NYC  
Opera invite you to

a special dress rehearsal performance

of Puccini's Tosca at the Rose  
Theater.

IACE, in collaboration with New York City Opera, is delighted to invite you to a special production of Giacomo Puccini's Tosca. This exciting opportunity has been made possible by Michael Capasso, whom we have worked with for many years to coordinate the opera workshops. You and your students will have the opportunity to see the dress rehearsal for the full production of Tosca, consisting of three acts and two intermissions! **Tickets for this performance are regularly at least \$150, but we are offering them to you for just \$20!** Don't miss out on this one time only, amazing event! Tickets will sell out soon so act fast!

**Date: January 20th, 2016**

**Location: The Rose Theater at Lincoln Center, 33 West 60th Street,  
Columbus Circle, New York, NY 10023**

**Time: 11:00AM – 2:00 PM**

## MAKE A RESERVATION

\*Please be advised that this is a dress rehearsal and will be treated the same as any regular performance. **There is a strict curtain time of 11:00 AM – groups arriving late will not be permitted into the theater until the first intermission.** We want all our students to enjoy this production in its entirety so please plan accordingly and allow ample time for travel.



# Borse di studio

**The National Italian American Foundation (NIAF)** annually awards scholarships to outstanding students in the summer for use during the following academic year. The awards will be made on the basis of academic merit and divided between two groups of students.

**The 2015-2016 Scholarship Cycle has officially closed. It will reopen on December 1, 2015 and close on March 1, 2016.**

Scholarship awards range from \$2,000-\$12,000 and are awarded to undergraduate, graduate, post-graduate, medical, and legal students.

Each scholarship award can only cover tuition and university-provided room and board. Scholarship recipients are eligible for one year of scholarship support. Scholarship monies not used during one academic year are not transferable to the following academic year. Scholarship applicants and winners can and are encouraged to reapply in subsequent years.

**To be considered for a NIAF scholarship, a student must meet the following criteria:**

- Be a member of NIAF or have a parent or guardian who is a member of NIAF.
- Be enrolled in an US accredited institution of higher education for the Fall 2015.
- Have a grade-point average of at least 3.5 out of 4.0 (or the equivalent).
- Be a United States citizen or a permanent resident alien.
- For the purposes of the NIAF Scholarship Program, to be “Italian American” the student must have at least one ancestor who has immigrated from Italy.

**The following is a link for Calandra Italian American Institute’s 2016 College Scholarship Handbook for the Italian American students and students of Italian Studies:**

**<http://qcpages.qc.cuny.edu/calandra/sites/calandra.i-italy.org/files/files/ScholarshipHandbook2016.pdf>**

The handbook includes a vast number of scholarships for students of Italian descent and students studying various disciplines of Italian. The scholarships listed are awarded by organizations and universities all across the country.

## Italian Programs at CCSU

**B.A. Major in Italian**, a 30 credit-program consisting of 10 courses as follows:

- ITAL 125 - Intermediate Italian I
- ITAL 126 - Intermediate Italian II
- ITAL 225 - Intermediate Italian III
- ITAL 226 - Intermediate Italian IV
- ITAL 304 - Introduction to Italian Literature I or ITAL 305 - Introduction to Italian Literature II
- ITAL 315 - Italian Civilization to 1861 or ITAL 316 - Italian Civilization from 1861 to the Present

and 12 credits of directed electives in Italian studies as approved by advisor

**B.S. Major in Italian**, a program leading to teaching certification, consisting of 36 credits ( 12 courses ) in Italian, plus professional courses as follows:

*Italian courses:*

- ITAL 125 - Intermediate Italian I
- ITAL 126 - Intermediate Italian II
- ITAL 225 - Intermediate Italian III
- ITAL 226 - Intermediate Italian IV
- ITAL 304 - Introduction to Italian Literature I or ITAL 305 - Introduction to Italian Literature II
- ITAL 315 - Italian Civilization to 1861 or ITAL 316 - Italian Civilization from 1861 to the Present
- ITAL 335 - Advanced Italian for Oral Expression
- ITAL 336 - Advanced Italian Composition

and 12 credits of directed electives in Italian studies as approved by advisor

*Professional program:*

- EDTE 315, EDF 415, SPED 315, EDSC 425, EDSC 435, ML 429, ML 440, EDT 315 and RDG 440.

**Minor in Italian**, a 18 credit-minor consisting of 6 courses as follows:

- ITAL 125 - Intermediate Italian I
- ITAL 126 - Intermediate Italian II
- ITAL 225 - Intermediate Italian III
- ITAL 226 - Intermediate Italian IV

and 6 credits of directed electives in Italian studies as approved by advisor



# Master of Arts in Modern Languages with Specialization in Italian at CCSU

## 30 credits as follows:

### **Core (6 credits):**

ML 598 Research in Modern Languages  
ITAL 560 Advanced Written Italian

### **Directed Electives (15 credits):**

#### **Option 1:**

4 Literature courses as approved by adviser. Select from:

ITAL 470 14th Century Italian Literature

ITAL 476 16th Century Italian Literature

ITAL 561 Topics in Italian Literature (may be repeated up to 3 times with different topics)

ITAL 571 20th Century Italian Literature

1 Culture and Civilization

ITAL 588 Topics in Italian Cultural Studies (may be repeated up to 3 times with different topics)

#### **Option 2:**

ML 550: Intensive Studies in Modern Languages (may be repeated up to 3 times with different topics) 6 or 9 credits

6-9 credits selected from Option 1

#### **Electives (6-9 cr.):**

Courses as approved by adviser, including but not restricted to:

ITAL 488, ITAL 561, ITAL 588, IS 590, IS 596

#### **Capstone (0-3 cr.):**

Plan A (3 cr.): Thesis (ITAL 599)

Plan B: Comprehensive Examination

Note: A maximum of 9 credits at the 400 level is allowed

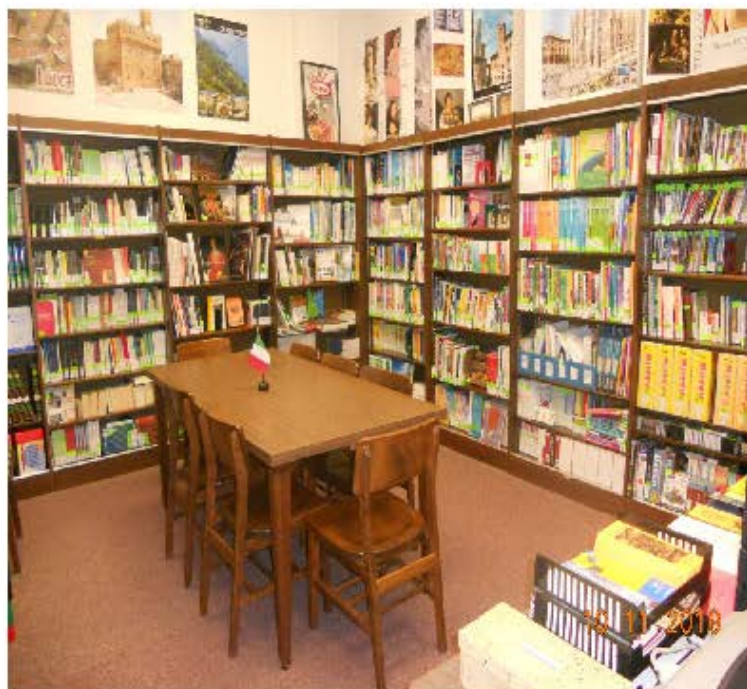
Contact Drs. Glynis Fitzgerald ([fitzgeraldg@ccsu.edu](mailto:fitzgeraldg@ccsu.edu)), Maria Passaro ([Passaro@ccsu.edu](mailto:Passaro@ccsu.edu)) or Carmela Pesca ([PescaC@ccsu.edu](mailto:PescaC@ccsu.edu))

Graduate Admission procedures: <http://www.ccsu.edu/grad/admissions.htm>

Durante il **semestre autunnale 2015**, l'IRC è aperto al pubblico secondo il seguente orario:

**lunedì, dalle 15.30 alle 19.30**

**e giovedì, dalle 14.00 alle 20.00**



L'Italian Resource Center è un centro di documentazione per l'insegnamento e l'apprendimento dell'italiano, la cui funzione fondamentale consiste nel promuovere la diffusione della lingua e cultura italiana nello stato del Connecticut.

Il Centro è dotato di libri, materiale didattico multimediale, film, e di una varietà di risorse informative sull'Italia, la sua cultura, letteratura, arte, geografia e storia, utili a coloro che insegnano l'italiano, lo studiano o se ne interessano per motivi turistici, personali o di lavoro. L'IRC organizza corsi di aggiornamento per insegnanti d'italiano, conferenze di lingue straniere, incontri di conversazione, ed altri eventi pedagogici, culturali e sociali relativi all'Italia e all'italiano.

Visitando il Centro, è possibile prendere in prestito il materiale disponibile e ricevere assistenza. Il Centro è aperto a ricercatori, studenti, istituzioni scolastiche, appassionati della lingua e cultura italiana, e principalmente ad insegnanti d'italiano impegnati in qualsiasi livello di istruzione, dalla scuola materna agli studi universitari.

La gestione è curata dal personale del Dipartimento di Lingue Moderne di Central Connecticut State University, in collaborazione con l'Italian American Committee on Education e la Direzione Didattica del Consolato Generale d'Italia di New York. La Professoressa Maria Passaro dirige il Centro, assistita dalla studentessa di Master, Simona Caruso.

L'Italian Resource Center è situato al terzo piano della Biblioteca Elihu Burnitt di Central Connecticut State University, 1615 Stanley Street, New Britain, CT 06050, tel. 860-832-0103

Per appuntamenti in altri orari da concordare individualmente, contattare la Prof.ssa Maria Passaro telefonando all'860-832-2886 o inviando un'e-mail a [passaro@ccsu.edu](mailto:passaro@ccsu.edu)