**PART A: MEDIA SUBMISSION INFORMATION**

**1.** Name of Source Media: Interview with Porpora Marcasciano (posted by Liberi.tv on March 7, 2016).

**2.** Where was source media acquired: YouTube, @Liberi.tv

**3.** Duration of clip taken from source media: 2 minutes, 15 seconds

**4.** Pedagogical purpose of clip: Students will listen to an interview with Italian activist Porpora Marcasciano at a rally to defend LGBTQ+ rights in Rome on March 5, 2016. They will respond to questions about the interview in Italian, summarize Porpora’s answers, and practice translation with several key phrases pulled from the discussion. They will use the video and topic as a way of beginning a conversation about LGBTQ+ rights and history in Italy, and in their own country.

**5.** Have you acquired permission from creator to use clip? Yes  No  Pending

If “YES” please include copy of permission in your form submission and proceed to PART C: AFFIDAVIT at bottom of form. If “NO” please proceed to PART B: FAIR USE JUSTIFICATION questions below.

**PART B: FAIR USE JUSTIFICATION**

**6.** What is the intended purpose for using this clip? Students will watch this clip for two reasons: 1) it will help them begin a subsequent discussion of LGBTQ+ rights/history in Italy, and 2) to review grammar and vocabulary through a translation activity and several activities on the hypothetical period, which can be found from a section that students will read from Porpora’s recent book *Antologaia*, which is referenced in the interview.

**a.** Would you consider this purpose transformative? (Does the purpose for using this clip add something new to or different from its initially intended use? Yes  No

**b.** Explain: Yes. Students are practicing a difficult grammatical concept (the hypothetical period) through the actual text of Porpora Marcasciano’s book. They use that information to elaborate their understanding of the hypothetical period through other activities, all which revolve around the LGBTQ+ community in Italy and its visibility, accomplishments, and future. It is important that students have chances to practice grammar in a way that introduces them to topics that they may have not studied before that also shed light upon the variety of communities in Italy that are not often published in textbooks.

**7.** What is the nature of the copyrighted work? Factual  Creative

**8.** What amount/portion of the source copyrighted work is being used? The video posted by Liberi.tv is 2 minutes and 43 seconds. I have cut 28 seconds from the video to make it shorter without compromising the conversation between Porpora Marcasciano and the interviewer.

**a.** Explain why this amount is being used (in relation to the pedagogical purpose explained above) For students to be able to grasp Porpora Marcasciano’s sentiments and political message, it is necessary to watch this entire interview. There are two questions, which complement each other, and we would like students to have the responses from both. There are some stills in the beginning of the interview that are irrelevant to students and to our discussion, which I have cut for clarity.

**b.** Could less of the source material be used to achieve the same end? Yes  No

**9.** What is the effect of this use of the copyrighted work upon the market potential of the original work? (Does this effect sales or distribution of original work or act as competition to original source material?) This short clip does not affect the original source material. The clip does not affect sales, is unmodified, and will be used solely by instructors and learners in the context of Italian language learning. Porpora Marcasciano’s interview is meant to educate people and, for Italian instructors and learners, to provide a starting point for a discussion on LGBTQ+ activism and rights in Italy.

**PART C: AFFIDAVIT**

I Samantha Gillen swear that the information written above is correct to the best of my knowledge. I submit this media clip for inclusion into PRIMA with full belief that it has been acquired by lawful means and either should be considered acceptable for use under the Fair Use act, or permission has been acquired to use source material from the original author(s) of the media used.

Samantha Gillen

Email address where I can be reached: [gillens@sas.upenn.edu](mailto:gillens@sas.upenn.edu)

I would like my name associated with the pedagogical materials I am submitting YES  NO