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“GRENZEN SIND DAZU DA, ÜBERSCHRITTEN ZU WERDEN”:

**CHAMISSO – LITERATUR UND IHR DIDAKTISCHES POTENTIAL
IM UNIVERSITÄREN DAF-LITERATURUNTERRICHT IN ITALIEN**

The project is focused on the relationship between the so-called ‘Chamisso’ Literature in German language and the didactics of the intercultural German literature. The work is divided into two parts.

The first part (**THEORETISCHE PERSPEKTIVE**) is divided into three chapters: the first chapter starts with an introduction to Chamisso literature: the story, the features, the birth and the development of the literary project, the reflections on the *Begriff* ‘Chamisso-literature’, on the writing across different cultures and on the ‘Chamisso’ literature as „*Signatur unserer Zeit*“. The second chapter provides theoretical reflections on the didactics of the intercultural literature in the last years (Bredella, 2012, Esselborn, 2010, Honnef-Becker, 2007, Dawidowski und Wrobel, 2006) focusing on the concepts of “*Interkulturelles Lernen, Interkulturalität und interkulturelle Kompetenz*”. The third chapter introduces a detailed analysis of the didactic potential of the latest Chamisso literature texts and the didactic prospective in a DaF context. In particular, chapter III describes in detail the teaching of didactics of the foreign literature in an Italian university context.

The second part closely analyses three contemporary authors recently awarded with the Chamisso Prize: Ilma Rakusa, Yoko Tawada, Vladimir Vertlib. The literary analysis of the three chosen works (the memory and the being on the road, the being stranger as a way of living and the bilingualism) is followed by a didactic analysis, a reflection on why these works were chosen and an example of how a literary work can be used in didactics. For each author is produced an educational board concerning the three key aspects (*interkulturelle, landeskundliche e ästhetische Potential*). Chapter V concerns the reception of the educational boards and their submission at the DipSUM in the academic year 2013/2014. Follows a chapter in which the educational outcomes are evaluated through a final and anonym assessment questionnaire which collects the benefits of the work and the strong points of the educational boards submitted.