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Nota di contenuto	Part I Introduction -- The Urgency of Reading Cross-Cultural Fiction -- Competing Educational Policies -- Literary Education in Sweden -- Yasmina Khadra and The Sirens of Baghdad -- Methodological Considerations -- Part II Reading -- Using Fiction as a Source of Real-World Knowledge -- Imagination and Empathy -- Identifying With the Hero's Emotions -- Transportation to the Fictional World -- Trusting the Author and Connecting the Novel to Real Iraq -- Partial Response Patterns -- Statistical Analysis -- Individual Emotive Reactions -- The Teachers' View of the Intervention -- Using the Novel in Vocational Classes -- Addressing Diversity -- Part III Discussing -- Handling Political Emotions in the Classroom -- Creating Productive Student Relationships -- Students at Risk -- Collaborative Teaching Practices

-- Fiction's Role in Intercultural Education -- Picking the Right Books
-- Planning and Leading Book Talks -- Part IV Conclusion -- Summary.

Sommario/riassunto

This book draws on empirical studies of classrooms teaching *The Sirens of Baghdad* by Yasmina Khadra to demonstrate how novels can effectively help achieve learning objectives related to intercultural understanding and global citizenship. By combining theoretical and empirical research, the book offers insights into the most effective ways to discuss cross-cultural literature with upper secondary students who have grown up in the Western world. It outlines how, where, and why such literature can enhance students' understanding of different cultures and make them more globally aware citizens.