Table of contents

Acknowledgements	IX
What is cognitive criticism and what's in it for children's literature research?	1
CHAPTER 1 Knowledge of the world Fact and fiction 22 Realism, authenticity and representation 27	21
Social knowledge and intentionality 31	
Possible worlds 35	
Cognitive strategies 45	
CHAPTER 2 Three possible worlds An impossible world 49	49
A probable world 56	
An improbable world 67	
CHAPTER 3 Knowledge of other people Why do we care about literary characters? 75 Where do emotions come from? 81	75
Empathy and identification 84	
Representation and metarepresentation 88 Higher-order mind-reading 90 Emotions and empathy in multimedial narratives 94	
CHAPTER 4	
Creative mind-reading Emotion ekphrasis: Emotions in multimedial texts 101 Diegetic and extradiegetic emotions 101	101
Reading non-human faces 108 Higher-cognitive emotions 113 Emotions and power hierarchies 121	

In defence of action-oriented texts 127	
Multiple protagonists and mind-reading 127	
Emotions, empathy and embodiment 133	
CHAPTER 5	
Knowledge of self	141
The self-reflective mind 142	
Retrospection 144	
Memory and narration 145	
The here and now 149	
CHAPTER 6	
Memory of the present	155
Deleted memory 155	
Amplified memory 163	
Distorted memory 169	
CHAPTER 7	
Ethical knowledge	177
Can children's literature be ethically neutral? 178	
Ethics and genre 182	
Breaking rules 184	
Whose ethics? 186	
Can fictional characters have a free will? 190	
The ethics of happy endings 193	
Intentionality, revisited 195	
CHAPTER 8	
The ethics of address and the ethics of response	199
Being guilty and feeling guilty 199	
Desire and duty 200	
The guiltless trickster 206	
"Time out of joint" 210	
First comes food, ethics later 215	
How to read a children's book and why	225
Bibliography	229
Index	245