A Pedagogical Perspective on Race and Identity in Nella Larsen’s *Quicksand*
Abstract

Since Sweden has become one of the most diverse and multicultural societies in Europe, there has been an increasing demand for understanding and respect for different cultural identities, in public spheres, in the workplace and even in the classrooms.

This study aims to show that incorporating literatures that confront multi-cultural issues, in teaching English 5, 6 and 7 in Swedish upper secondary schools, is both academically and ethically constructive. This study claims that using interracially relevant literatures, such as Nella Larsen’s *Quicksand*, in teaching English, does not only develop language knowledge and competence, but also instils intercultural awareness among the students. Through literature and literary study, students acquire valuable insights and understanding of human diversity and complexity, which can help students develop a positive self-identity.

The argumentation in this essay leans heavily on the steering documents governing the Swedish education system, particularly the curriculum for teaching English in upper secondary schools. This study also refers to relevant scholarly research and theoretical studies on language teaching and literary studies.

**Keywords:** race, identity, literature, teaching