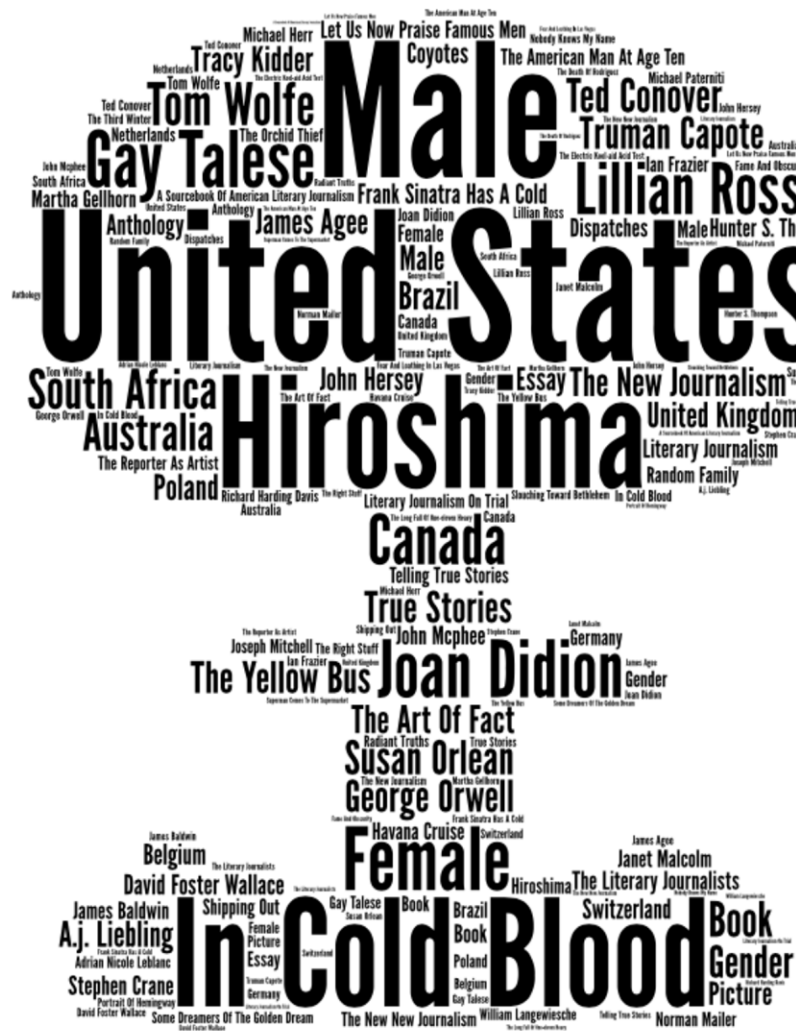Word-cloud image by Anthony DeRado

Teaching LJ . . .

The Ammo for the Canon:
What Literary Journalism Educators Teach

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Abstract: Webster defines the word *canon* as a "sanctioned or accepted group or body of related works." Despite criticisms suggesting that canons serve as tools of exclusion, they have staying power within academic disciplines and shape curriculum choices. This article presents the results of a limited study of reading lists submitted by members of the International Association for Literary Journalism Studies, an organization that stresses "inclusive" and "wide variety of approaches to the study and teaching of literary journalism throughout the world." The research focuses on addressing three research questions: (1) Does a literary journalism canon exist? If so, which writers appear most consistently? (2) Do geographic or linguistic biases exist in selecting from this canon? (3) Do gender differences exist? The results indicate that a canon of writers has emerged and that their writings are nearly always represented on course reading lists. Important study findings strongly suggest that writers whose language (English), gender (male), and geography (North America) dominate reading lists. Further, the investigation points to the prevalence of North American scholars and critics whose secondary works are most often used to define the genre. While the study does not offer concrete suggestions for broadening the scope and meaning of literary journalism or nonfiction, it does provide some evidence that may convince educators to reframe and reconstruct their reading lists to go beyond the list of "usual suspects" to include new writers and explore new approaches to the field.

Keywords: canons – elite sources – gender bias – linguistic bias – geographic bias – literary journalism

In her 2012 keynote address, "Firing the Canon: The Historical Search for Literary Journalism's Missing Links," delivered at the Seventh Annual Conference of the International Association for Literary Journalism Studies (IALJS), Nancy Roberts reminded her audience of mostly literary journalism educators that they should dig deeper and think beyond their usual source materials to find new examples beyond "the elite sources of literary journalism," suggesting that such an "[excavation] could reveal the ammunition to explode our formulaic approaches, resulting in a different history of literary journalism."[1] This implies that a standard history of literary journalism exists, and it relies on "elite sources," which Roberts identified as books, magazines, and newspapers, and well-known authors, such as Joan Didion, Tom Wolfe, Truman Capote, and others.

What gives these elite sources the power to shape and define the genre of literary journalism, namely its history and epistemology, is their continued presence on the syllabi of literary journalism educators who come to rely on them as representing the best of the field. These writings have become part of a canon of literary journalism (and nonfiction). It is the purpose of this research to investigate that assumption while attempting to identify the canon's components. To do so, the reading lists of literary journalism educators are analyzed to identify the required books and articles written by practitioners and the anthologies that include their work. In addition, the research identifies the frequently used secondary sources that give a defining shape to the field or that commend to readers those journalistic or nonfiction writings that are considered literary. Notably, what this study does not do is address the question, "What is literary journalism?" Instead, it focuses on addressing these questions:

(1) Does a literary journalism canon exist? If so, which writers appear most consistently?

(2) Do geographic or linguistic biases exist in selecting from this canon?

(3) Do gender differences exist?

The word *canon*, to forgive the pun, is a loaded term, fraught with allusions to hierarchies, right ways of thinking, and cultural controversies. In fact, the word comes from *kanōn*, the Greek term for "any straight rod or bar."[2] As it was sometimes applied to church doctrine, a canon defined appropriate Christian church literature. Later, as literate, non-secular cultures exploded in Western Europe, following the advent of printing technologies, universities and other academic bodies adopted the term to help distinguish disciplinary boundaries, especially in the humanities.[3] This was most often a top-down process that resulted in a body of work that, as elites argued, presented the ideal works or at least writings that should be emulated and admired. Thus,

canons became useful instruments for social groups who devised them as tools of "self-definition,"[4] as Charles Altieri has noted.

Canons have also morphed into cultural weapons, wielded to disarm and marginalize competing bodies of thought.[5] And, once created, they have remarkable regenerative powers to become what Barbara Herstein Smith identified as "esteemed objects" of culture that can "illuminate and transmit the traditional cultural values presumably embodied in them."[6] Inevitably, the culturally and socially powerful germinate mighty canons and tend to rely on reductive rationales to sustain them: "[T]he canonical judgments of dominant groups have been typically justified by an appeal to transcendent norms of judgment, as though history itself were the judge of works, or as though individuals could really transcend the conditions of their specific judgments."[7]

To a large extent then, the debate over canons has fallen into two main camps. Conservatives argue that a canon represents "permanent greatness" and standards. In other words, without a canon there would be no measure by which to judge other works.[8] The liberal camp argues that this is too narrow and that canons need to be more representative "of the true diversity of society and the wide span of its cultural heritage."[9] For this group, the singular problem with canons is that they most always set the criteria for what is included and what is excluded.[10] The purpose of this research is not to take sides on this debate. Instead, it asks whether a literary journalism canon exists that favors—as Jan Gorak cautions about canons in general—"a privileged set of writings" that affects curriculum choices while potentially ignoring others that might have equal merit.[11] The objective in this study is to identify that "privileged set of writings."

Method and Findings

This study began in 2012 with a goal of determining whether a canon for literary journalism might exist. In August and October of 2012, e-mail queries were sent to members of the IALJS, via the organization's listserv, requesting a copy of their most current reading lists for their courses.[12] In all, thirteen people (11 male, 2 female) responded to the first request, which produced interesting but very limited results. Unsurprisingly, this initial research indicated that, as a genre, literary journalism focuses on English-speaking writers from the United States.[13] A follow-up study began with two e-mails being sent to IALJS members in July and September 2013. While the follow-up study produced a 41% higher participation rate of 22 respondents (16 male, 6 female), the results supported the earlier findings, indicating a genre dominated by North American writers.[14]

In June 2016, another request was sent to IALJS members (372 mem-

bers), with a final reminder e-mail sent in September 2016.[15] As in the previous requests, respondents were reminded if they had already contributed to the study, they did not need to contribute again except to answer, if they wished, the following, additional questions:

(1) How many years have you been teaching literary journalism or creative nonfiction?

(2) What considerations do [you] take into account when you create your reading list (such as: gender, race, ethnicity, nationality balance, or "tried and true" writers)?

A total of 35 respondents contributed reading lists for this study. Two reading lists were excluded because the data were not clear or contained information that was not germane. As a result, the content of the reading lists of 33 respondents (21 males, 12 females) was analyzed (Table 1). As to their countries of origin, they are as follows:

	Country	Respondents Total N
1.	United States	16
2.	Canada	6
3.	Australia	4
4.	South Africa	3
5.	Belgium	1
6.	Brazil	1
7.	Netherlands	1
8.	Switzerland	1
	Total	33

Table 1. Respondents by Country

Teaching Experience: Of the 33 respondents (Table 1), a total of 7 provided information on the number of years they have been teaching or have taught literary journalism or creative nonfiction: 25 years (1); 14 years (1); 9 years (1); 8 years (1); 6 years (1); 3 years (2). This represents an average of 9.7 years of teaching experience.

Text Categories (Table 2): An initial parsing of the reading lists produced 627 separate items for analysis. Of these, 27 items were eliminated from further analysis, including the following: podcast (5); film (3); graphic novel (3); short story (3); photography (2); book of fiction (2); non-podcast audio (1); children's book (1); query letter (1); speech (1); memo (1); and no data (4); leaving 600 total items that were divided into the following major categories: books, articles, secondary sources, essays, and anthologies. They are shown in Table 2.

The two major categories in Table 2, labeled "Book" and "Article," represent assigned readings by instructors who considered them examples of

Kind of Text	Total Readings
Book (Full and Excerpts)	227
Article (Individual)	237
Secondary	84
Essay	27
Anthology	25
Total	600

Table 2. Readings by Kind of Text

literary journalism. These categories will be further detailed in subsequent analyses. The categories labeled "Secondary" and "Essay" represent assigned readings that provide definition and explanation for the term "literary journalism" or words of wisdom about the crafts of writing and reporting. The "Secondary" category includes academic articles, reference materials, and guides, and interviews with authors. The "Anthology" category is notable because it contains collections of journalistic or nonfiction writings deemed literary by editors who consider them so.

The demographics of the 92 separate authors of books and articles identified from the reading lists' total 464 entries, were then analyzed to determine author countries of origin and gender (Table 3).

Author Demographics		Author N	Authors % of N=92
Gender:	Female	24	26%
	Male	68	74%
	Total	92	100%
Country of Residence:	United States	75	82%
	South Africa	9	10%
	United Kingdom	5	5%
	Canada	1	1%
	Germany	1	1%
	Poland	1	1%
	Total	92	100%

Table 3. Total Book and Article Authors by Gender and Country

The analysis indicates: (1) the majority, 74%, that is, 68 of the 92 writers who authored the books and articles listed on these syllabi are male, and (2) a majority, 82%, that is, 75 of the 92 writers, are from the United States.

The analysis of the syllabi findings also indicate (Table 4) that 27 of the 92 authors (29%), of whom 6 are female and 21, male, were included in 5 or more reading lists. Of the remaining authors, 65 (71%), had 4 or fewer syllabi mentions and are not listed by name in this table. Authors with 5 or

more syllabi mentions produced 315 items or 68% of the readings assigned by the respondents and are rank ordered, from highest number of publications to least:

	Author*	Gender M / F		Country of Origin or Residence?	Total Syllabi Mentions
1.	Didion, Joan		F	United States	32
2.	Talese, Gay	M		United States	24
3.	Ross, Lillian		F	United States	22
4.	Wolfe, Tom	M		United States	22
5.	Capote, Truman	M		United States	17
6.	Conover, Ted	M		United States	14
7.	Orlean, Susan		F	United States	14
8.	Orwell, George	M		United Kingdom	13
9.	Thompson, Hunter S.	M		United States	12
10.	Wallace, David Foster	M		United States	12
11.	Kidder, Tracy	M		United States	11
12.	Hersey, John	M		United States	11
13.	Agee, James	M		United States	10
14.	Crane, Stephen	M		United States	10
15.	Liebling, A.J.	M		United States	10
16.	Malcolm, Janet		F	United States	9
17.	Langewiesche, William	M		United States	8
18.	McPhee, John	M		United States	8
19.	Mailer, Norman	M		United States	8
20.	Mitchell, Joseph	M		United States	8
21.	Gellhorn, Martha		F	United States	7
22.	Baldwin, James	M		United States	6
23.	Herr, Michael	M		United States	6
24.	Paterniti, Michael	M		United States	6
25.	Davis, Richard Harding	M		United States	5
26.	Frazier, Ian	M		United States	5
27.	LeBlanc, Adrian Nichole		F	United States	5
		21	6		315
	65 Authors	48	17	Mixed	4 or less

Table 4. Books and Articles by Author, Gender, Country, and Syllabi Mentions

The reading list data were further examined and organized by format, that is, book and article title, including author name, and then rank ordered according to number of times each title appeared.

Books

Of the 227 book titles identified, the analysis indicates the majority of titles, 187, or 82%, appeared in a single reading list. In Table 5A, which follows, are listed the number of book titles appearing in the reading lists as required reading (full book text; or excerpt, e.g., chapter) and the number of reading lists in which they appeared (22 additional books were noted in the

reading lists but were not required reading).

The books' countries of origination are as follows: 157 (69%) are from the United States; 30 (13%) are from South Africa; 17 (7%) from United Kingdom; 5 (2%) from Canada; 2 (<1%) from Australia; 2 (<1%) from India. In addition, the following countries were represented by a single entry: Argentina, Belarus, Colombia, France, Germany, Italy, Kenya, New Zealand, Netherlands, Nigeria, Poland, Russia, and Uruguay. One was considered "not applicable," and 2 are works of fiction and not considered for this tabulation.

Number of Separate Titles	Total Reading List Appearances per Title
187	1
25	2
7	3
5	4
1	5
1	11
1	16
227 Total	42 Total:

Table 5A. Book Titles by Appearances on Required Reading Lists

Table 5B gives the rank orders for the 15 book titles that appeared in three or more reading lists, as required reading either of the full book or an excerpt from the book:

	Title	Author	Country of Origin	Total Reading List Appearances per Title
1.	In Cold Blood	Capote, Truman	United States	16
2.	Hiroshima	Hersey, John	United States	11
3.	Let Us Now Praise Famous Men	Agee, James	United States	5
4.	Coyotes	Conover, Ted	United States	4
5.	Slouching Towards Bethlehem	Didion, Joan	United States	4
6.	Dispatches	Herr, Michael	United States	4
7.	Random Family	LeBlanc, Adrian Nicole	United States	4
8.	The Electric Kool-Aid Acid Test	Wolfe, Tom	United States	4
9.	Nobody Knows My Name	Baldwin, James	United States	3
10.	The Orchid Thief	Orlean, Susan	United States	3
11.	Picture	Ross, Lillian	United States	3
12.	Portrait of Hemingway	Ross, Lillian	United States	3
13.	Fame and Obscurity	Talese, Gay	United States	3
14.	Fear and Loathing in Las Vegas	Thompson, Hunter S.	United States	3
15.	The Right Stuff	Wolfe, Tom	United States	3

Table 5B. Book Titles by Author, Country, and Reading List Frequency

John Hersey's *Hiroshima* is the book that is most often required reading in its entirety, appearing on 11 separate reading lists. Capote's *In Cold Blood* appeared on 10 syllabi as required full-text reading while 6 excerpts from the book were required on other reading lists: thus, *In Cold Blood*'s total is 16. What is also clear is that book titles from the United States appeared most often in the reading lists, comprising 69% of the 15 book titles listed.

Articles

Of the 237 articles identified (Table 6A), the analysis indicates that, as it did with book titles, the majority (87%) of these articles appeared only once on any reading list. The following chart identifies the number of article titles appearing in the reading lists as required reading (only three selections were excerpts of a full article):

Number of Separate Titles	Number of Reading Lists Title Appears
207	1
16	2
8	3
1	4
2	5
1	6
1	7
1	8
237 Total	

Table 6A. Article Titles by Appearances on Reading Lists

Table 6B rank orders the 14 article titles that appeared in three or more reading lists as required reading (full or excerpted sections):

	Title	Author	Country of Origin	Total Reading List Appearances per Title
1.	"Frank Sinatra Has a Cold"	Talese, Gay	United States	8
2.	"The American Man at Age Ten"	Orlean, Susan	United States	7
3.	"The Yellow Bus"	Ross, Lillian	United States	6
4.	"The Long Fall of One-eleven Heavy"	Paterniti, Michael	United States	5
5.	"Shipping Out"	Wallace, David Foster	United States	5
6.	"Some Dreamers of the Gold Dream"	Didion, Joan	United States	5
7.	"Havana Cruise"	Agee, James	United States	4
8.	"Stephen Crane's Own Story"	Crane, Stephen	United States	3
9.	"When a Man Falls, a Crowd Gathers"	Crane, Stephen	United States	3
10.	"The Death of Rodriguez"	Davis, Richard Harding	United States	3
11.	"Slouching Towards Bethlehem"	Didion, Joan	United States	3
12.	"The Third Winter"	Gellhorn, Martha	United States	3
13.	"Superman Comes to the Supermarket"	Mailer, Norman	United States	3
14.	"The Kandy Kolored Tangerine-Flaked Streamline Baby"	Wolfe, Tom	United States	3

Table 6B. Article Titles by Author, Country, and Reading List Frequency

Also of the 237 articles identified, but not included in the table, the analysis indicates that, as it did with book titles, the majority, or 194 (82%), of the article titles appearing on the reading lists were from the United States. Other countries of origination for articles, included 19, or 8%, from Canada; 11 (5%) from the United Kingdom; 3 (1%) from Germany; 2 (<1%); 1 from Australia; 2 (<1%) from South Africa. In addition, the following countries were represented by a single entry: Italy, Mexico, Nigeria, Poland, Russia, and Trinidad. Three were of undetermined country of origin.

Essays

The analysis includes essays, with 27 entries placed into this category. Essays varied slightly from the "articles" category in that they provide opinions and reviews about a topic or writer, or they offer instruction or guidance about the art of reporting or writing well (Table 7). Of the latter essays, 14 focus on the craft of writing or a particular publication, as follows:

	Title	Author	Country of Origin	Total Reading List Appearances per Title
1.	"Notes on the New Journalism"	Arlen, Michael	United States	1
2.	"The Defects of English Prose"	Clutton-Brock, Arthur	United Kingdom	1
3.	"The Novel Today"	Coetzee, J. M.	South Africa	1
4.	"Notes for Young Writers"	Dillard, Annie	United States	1
5.	"Encountering the Other: The Challenge for the Twenty-first Century"	Kapuściński, Ryszard	Poland	1
6.	"How I Write"	Langewiesche, William	United States	1
7.	"It Took a Village: How the Voice Changed Journalism"	Menand, Louis	United States	2
8.	"A Passion for Writing"	Orlean, Susan	United States	1
9.	"Why I Write"	Orwell, George	United Kingdom	1
10.	Foreword (*Village Voice Anthology*)	Stokes, Geoffrey	United States	1
11.	"Culture Is Ordinary"	Williams, Raymond	United Kingdom	1
12.	Foreword (*New York Stories*)	Wolfe, Tom	United States	1
13.	"The Art of Biography"	Woolf, Virginia	United Kingdom	1
14.	"The Modern Essay"	Woolf, Virginia	United Kingdom	1

Table 7. Essays by Author, Country, and Reading List Frequency

Anthologies

In examining the anthologies, the research differentiated those edited collections that contained the writings of various authors and those that contained only the work of a single author. Anthologies that contained the work of multiple, selected authors, including the titles in the reading lists examined, follow (Table 8). Of the collected works by a single author, there was a single reading list entry for the following authors: Albert Camus, Stephen Crane, Walter Lippmann, and Gay Talese.

Title	Editors	Total Reading List Appearances per Title
COLLECTIONS WORKS BY MULTIPLE AUTHORS		
1. *The New Journalism*	Wolfe, Tom	5
2. *The Art of Fact: A Historical Anthology of Literary Journalism*	Kerrane, Kevin and Ben Yagoda	2
3. *The Literary Journalists*	Sims, Norman	2
4. *America's Best Newspaper Writing*	Clark, Roy P. and Christopher Scanlon	1
5. *The Art of Fact: Contemporary Artists of Nonfiction*	Lounsberry, Barbara	1
6. *The Beholder's Eye: A Collection of America's Finest Personal Journalism*	Harrington, Walt	1
7. *Best American Essays 2010*	Hitchens, Christopher	1
8. *A Book of English Essays*	Williams, W. E.	1
9. *In Fact*	Gutkind, Lee	1
10. *Literary Journalism across the Globe*	Bak, John S. and Bill Reynolds	1
11. *The Literature of Journalism*	Berner, Thomas	1
12. *The New Kings of Nonfiction*	Glass, Ira	1
13. *New Journalism*	Fishwick, Marshall	1
14. *Next Wave: America's New Generation of Great Literary Journalists*	Harrington, Walt and Mike Sager	1
15. *Radiant Truths: Essential Dispatches, Reports, Confessions, and Other Essays on American Belief*	Sharlett, Jeff	1
16. *The Reporter as Artist*	Weber, Ronald	1
17. *Telling Stories, Taking Risks*	Klement, Alice and Carolyn Matalene	1
18. *The Writer's Reader*	McDonald, Willa and Susie Eisenhuth	1
19. *Women Writing Africa*	Daymond, M. J.	1
20. *Writing Red: An Anthology of American Women*	Nekola, Charlotte and Paula Rabinowitz	1
Total		**26**
COLLECTIONS OF THE WORK BY A SINGLE AUTHOR		
1. *Selected Essays and Notebooks* (Albert Camus)	Albert Camus	1
2. *The War Dispatches of Stephen Crane* (Stephen Crane)	R. W. Stallman and E. R. Hagemann	1
3. *Early Writings* (Walter Lippmann)	Walter Lippmann	1
4. *Gay Talese Reader* (Gay Talese)	Gay Talese	1
Total		**30**

Table 8. Anthologies by Editor and Reading List Frequency

Secondary Sources

The final category comprises secondary sources, which include an array of items, mostly book chapters from anthologies that define the genre of literary journalism or nonfiction, while explaining how a writer's technique and artistry combine to produce examples of. Of 84 separate entries, only 6 were cited in more than one syllabus, and they are as follows:

Title	Author	Total Reading List Appearances per Title
1. *The New New Journalism*	Boyton, Robert S.	4
2. *Literary Journalism*	Sims, Norman and Kramer, Mark	4
3. *Telling True Stories*	Kramer, Mark and Call, Wendy	3
4. *A Sourcebook of American Literary Journalism*	Connery, Thomas B.	2
5. *Literary Journalism on Trial*	Forde, Kathy Roberts	2
6. *True Stories*	Sims, Norman	2
	Total	**17**

Table 9. Secondary Sources by Title, Author or Editor, and Reading List Frequency

Discussion

The study posed the following research questions:

(1) Does a literary journalism canon exist? If so, which writers appear most consistently?

(2) Do geographic or linguistic biases exist in selecting from this canon?

(3) Do gender differences exist?

The discussion begins by addressing Question 2: Do geographic or linguistic biases exist in selecting from this canon? The data suggest a resounding yes, with English being the most common form of linguistic expression among the items analyzed. Specifically, of the 227 books identified, 214 or 94% were written by writers from countries where English is the dominant spoken and written language. The percentage was higher for the identified articles, indicating 97% (229 out of 237) articles by English-speaking writers. In all, for both categories, 95% of the articles and books were in English.

As to a geographic bias, the answer again is yes: the reading lists revealed an overall preference for North American writers. A total 213 articles were from the United States (194) and Canada (19), representing 90% of the total number of 237 articles identified. As for books, a total 163 titles were from the United States (158) and Canada (5), representing 72% of the total 227 books identified. It is worth noting that South African writers were also represented, with 30 titles, or 13% of the total books. Again, North American writers made up 81% of the combined categories of books and articles. Importantly, the data in the category Secondary Sources suggested the dominance by U.S. scholars who have defined the genre. Of course, it is worth recalling that the majority of the respondents are from North America.

Question 3 asks: Do gender differences exist? The data indicate a strong bias toward the selection of male writers (See Table 3). Of the 227 separate book titles, men wrote 154, or 68%, of them, with the remaining 75 (32%) written by wom-

en. As for the articles, women authored 80 articles, or 34%, while men wrote 157 or 66%. While these averages do indicate a slight variance from Table 3, which accounted for the total number of separate authors cited, they still strongly suggest that literary journalism educators rely heavily on the works of male writers.

In addressing the first question, "Does a literary journalism canon exist? If so, which writers appear most consistently," Tables 4, 5, and 6 provide the most suggestive evidence that a literary canon does exist, and it is a canon heavily dominated by writers from the United States. As the reading lists indicate, writers such as Gay Talese, Joan Didion, Truman Capote, Norman Mailer, Susan Orlean, Lillian Ross, and others, whose writings were most often cited on these lists, are writers whose works have long been cited as exemplars of literary journalism. As indicated especially in Table 4, 26 writers produced 69% of the assigned readings.

Nine of the 33 participants in the survey also provided qualitative responses to the following question: "What considerations do you take into account when you create your reading list (gender, race, ethnicity, nationality balance, "tried and true" writers)?" (See Appendix A, Reading List Considerations). The responses provide some interesting insights about considerations made in constructing a gender-balanced reading list. One male educator from Canada noted, "For the past several years I've been mindful of gender. . . . I realized I had an unconscious bias toward 'guy' writers such as Krakauer, for example, and set out to re-balance the reading list to include 50 per cent women." The respondent also recognized that he had not yet "made this correction regarding race." Another respondent, this time a female educator from Australia, wrote, "I take into consideration the western tradition of the genre and then introduce samples from our region and beyond, if time permits. I choose works by both male and female authors, different ethnicities, nationalities and race. I also discuss the historical development of the genres by using examples." And still a third, a male educator from the United States, said he chose mostly "canonical" writers for his reading list but added, "I really encourage [students] to break out of the canon for their final projects, and that seems to be a good way to encourage diversification."

Conclusion and Thoughts

While this study claims neither to be exhaustive nor definitive, it does suggest the field of literary journalism and nonfiction has a canon, and a canon dominated by English-speaking writers, with the majority of them male and from the United States. As for the dominance of North American writers, this should not be surprising, given that the majority of respondents (67%) are from the United States or Canada. So, Roberts's words about seeking the "ammunition to explode our formulaic approaches" to the traditional canon are quite salient, especially if the canon is to be more inclusive (and interesting).

Of course, the selections appearing in this study have great merit and are worthy of inclusion on any reading list, suggesting that canons in and of themselves are not a bad thing and may represent, as Gorak argues, "a recurring human and aesthetic need."[16] Canons also help recall a certain past of "selective memories of traditions or ideals," as Altieri observed.[17] (However, this suggests that such canons can be restrictive and difficult to change.)

However, the challenge remains regarding how this canon can be expanded so that a "different history of literary journalism" can be revealed. While the work must begin to include more non-English speaking or non–North American writers on reading lists, those efforts often pose a problem of linguistic access. In other words, how can these writings receive fair judgment, given different literary traditions and obstacles to translation? How can one linguistic group understand the nuance and brilliance of another linguistic and journalistic tradition? Appendix B identifies readings from respondents whose lists contain literary journalism and nonfiction in languages other than English. Would translations of these works produce the same exemplars of literary journalism? Such efforts have succeeded with the nonfiction works of Gabriel García Márquez and Ryszard Kapuściński, for example, because both authors had close collaborative relationships with their translators and were comfortable with English. These writers prove more the exception than the rule, unfortunately. Journalism educators must rely on the expertise of their colleagues who can provide critical guidance in selecting well-translated writings. This is something the IALJS membership is ideally equipped to do. It is also something the organization should consider providing for its membership.

In addition to important issues of gender, race, nationality, and language, another pressing issue facing the genre is the digital age's impact. By far, the greatest number of readings represented in this study came from traditional media sources such as books and magazines. However, the digital age's current incunabula is breaking down the cultural power structure, giving almost anyone with a computer and an internet connection what Guillory calls "access to the *means of cultural production.*"[18] With so many digital sites producing good material, what will rise to the top? How will literary journalism educators find it? What will the canon look like years from now?

Finally, as organizations such as the IALJS, which notes on its website that it is "warmly supportive of a wide variety of approaches to the study and teaching of literary journalism throughout the world,"[19] wrestle and argue about new definitions and approaches to literary journalism, it is worth remembering that traditions and therefore canons change. They are, as William Cain noted, "not outside of history."[20]

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Country	Gender	What considerations do you take into account when you create your reading list (gender, race, ethnicity, or nationality balance ("tried and true" writers? for example)?
Australia	Female	I take into consideration the western tradition of the genre and then introduce samples from our region and beyond, if time permits. I choose works by both male and female authors, different ethnicities, nationalities and race. I also discuss the historical development of the genres by using examples.
Australia	Female	I take gender into consideration and also try to include as many Australian examples as possible. I've also sought out Chinese examples (in translation), as we have a number of students from there. US and UK examples, especially US. . . . I also try for a balance of new writers and the classics.
Brazil	Male	My criteria were both chronological sampling (showing different moments of literary journalism development) and diversity of narrative strategies (especially considering Eason's classification of realist and modernist approaches).
Canada	Male	For the past several years I've been mindful of gender. . . . I realized I had an unconscious bias toward 'guy' writers such as Krakauer, for example, and set out to re-balance the reading list to include fifty per cent women. Alas, I have not made this correction regarding race, although I did add an Indigenous author this term as part of Call to Action 86 of the Truth and Reconciliation Commission.
Canada	Male	I like to add a fresh piece or two. . . . Plus, students get a pick for the final week and they almost always choose a recent feature. And it's almost always crime-related.
Canada	Male	I don't want to have a list dominated by white American men. I also aim to have 35–40 per cent women, and to have countries outside the U.S., Canada, and the U.K. represented. . . . While I love some of the classic literary journalism writers, this list also includes several who are younger than 45, and are still writing a great deal.
Canada	Male	In choosing the pieces, I wanted a mix of female and male authors, some solid Canadian content and a range of pieces that I hoped would interest fourth-year undergraduates.
United States	Female	They are dominated by examples of successful journalism (newspaper, magazine, and now digital) and journalistic techniques/strategies employed by American reporters and writers. The result is a fairly strong gender mix but, no doubt, a paucity of racial and nationality mix. However, each semester we read and discuss stories that are recently published or that reflect something specific we are exploring in class; that often includes pieces from diverse cultures and experiences.
United States	Male	I teach a pretty canonical list of writers in my history course. But then I really encourage them to break out of the canon for their final projects, and that seems to be a good way to encourage diversification. I'm very upfront about the need to broaden and expand the scope of the texts that we include. But at the same time, I need to cover certain writers.

Appendix A: Reading List Considerations

Author	Title
Alarcón, Cristian	"Cuando Muera Quiero que Me Toquen Cumbia" [When I die I want to touch cumbia]
Caparrós, Martín	"Entre Santos" [Between Santos]
Caparrós, Martín	"El Imperio de los Sentidos" [The empire of the senses]
Caparrós, Martín	"Por la Crónica" [By the chronicle]
Carrión, Jorge (ed.)	*Mejor que Ficción. Crónicas Ejemplares* [Better than fiction. Exemplary Chronicles]
De Stoop, Kris	*Ze Zijn Zo Lief Meneer* [They are so sweet gentleman]
Durnez, Gaston en Kamiel Vanhole	"Over de Borinage" [About Borinage]
García Márquez, Gabriel	*Relato de un Náufrago* [Story of a castaway]
Grunberg, Arnon	*Kamermeisjes en Soldaten* [Chambermaids ad Soldiers]
Guerrero, Leila	"El Rastro de los Huesos" [The Trace of The Bones]
Guerrero, Leila	*Los Suicidas del Sin del Mundo* [The suicides of the end of the world]
Jaramillo Agudelo, Darío, (ed.)	*Antología de la Crónica Latinoamericana Actual* [Anthology of the Current Latin American Chronicle]
Joris, Lieve	*Terug naar de Congo* [Back to the Congo]
Koelemeijer, Judith	"Het Zwijgen van Maria Zachea" [The Silence of Maria Zachea]
Lemebel, Pedro	*De Perlas y Cicatrices. Crónicas Radicales* [Of Pearls and Scars. Radical Chronicles]
Mak, Geert	"Hoe God Verdween uit Jorwerd" [How God Disappeared from Sydney]
Martínez, Tomás Eloy	"Ficciones Verdaderas" [True Fictions]
Monsiváis, Carlos	"De la Hora del Angelus a la Hora del Zapping" [From the Hour of the Angelus to the Zapping Hour]
Monsiváis, Carlos	"Manuel Nunca Dijo Adios" [Manuel Never Said Goodbye]
Poniatowska, Elena	*La Noche de Tlatelolco: Testimonios de Historia Oral* [The Night of Tlatelolco: Testimonies of Oral History]
van Casteren, Joris	"Een Vreselijk Land" [A Terrible Country]
van der Linde, Irene	"Het Veer van Istanbul" [The Feather from Istanbul]
van der Zee, Renate	"Een Meisje voor Dag en Nacht" [A Girl for Day and Night]
van der Zijl, Annejet	"Sonny Boy"
van Reybrouck, David	"Congo"
Verbeken, Pascal	"Arm Wallonië: Een Reis door het Beloofde Land" [Arm Wallonia: A Trip through the Promised Land]
Van Westerloo, Gerard	"De Pater en het Meisje" [The Father and the Maiden]
Vásquez, Juan Gabriel	"Entrevista con la Nueva Especie Humana"[Interview with the New Human Species]
Verhulst, Dimitri	*Problemski Hotel*
Westerman, Frank	"De Graanrepubliek" [The Grain Republic]

Appendix B: Works in Non-English Languages (not otherwise accounted for in the report).[1]

[1] Spanish titles listed are from a respondent (female) professor in Switzerland. Dutch titles listed here are from a respondent (female) in the Netherlands.

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Notes

[1] Nancy L. Roberts, "Firing the Canon: The Historical Search for Journalism's Missing Links," Keynote address, International Association for Literary Journalism Studies, Toronto, Canada, May 2012, *Literary Journalism Studies* 4, no. 2 (Fall 2012): 82, 90.

[2] Jan Gorak, *The Making of the Modern Canon: Genesis and Crisis of a Literary Idea*, Vision, Division and Revision: The Athlone Series on Canons (London:

Athlone, 1991), 9; see also *Greek-English Lexicon*, comp. Henry George Liddell and Robert Scott, new ed. (Oxford: Clarendon Press, 1925/1940), s.v. "Kanon."

[3] John Guillory has argued that social conditions created canons because when men and women began to read they chose what to read. See John Guillory, *Cultural Capital: The Problem of Literary Canon Formation* (Chicago: University of Chicago Press, 1993), 16.

[4] Charles Altieri, "An Idea and Ideal of a Literary Canon," in "Canons," ed. Robert von Hallberg, W. J. T. Mitchell, and Joel Snyder, special issue, *Critical Inquiry* 10, no. 1 (September 1983): 39.

[5] Ibid., 39. Altieri adds that canons can be problematic in that they determine the ideal while eliminating criticism of that ideal. (Who has the authority to oppose the perfect?) Canons represent a past that continually shapes our present, 48.

[6] Barbara Herrnstein Smith, "Contingencies of Values," in "Canons": 2.

[7] John Guillory, *Cultural Capital*, 26. Mats Dahlstrom notes that editors, publishers, critics, librarians, teachers, and readers all participate in the creation of a canon. See Dahlstrom's review of *Text och tradition. Om textedering och kanonbildning* [Text and Traditions: On Text Editing and the Creation of a Literary Canon] in *Literary and Linguistic Computing* 19, no. 1 (Spring 2004): 134–37, 135.

[8] E. Dean Kolbas, *Critical Theory and the Literary Canon* (Boulder, CO: Westview Press, 2001), 25.

[9] Ibid.

[10] Guillory, *Cultural Capital*, 6. See also Gorak, *Making of the Modern Canon*, 1.

[11] Gorak, Ibid., 6.

[12] The call read: As educators in the field, we speak of a literary journalism 'canon,' which often consists of the usual suspects (New Journalists, et al.). What I'm interested in finding out is do we really use such a "canon" in our classes? Further, I'd like to determine which readings appear consistently and which are 'outliers.'" Twenty-six respondents provided the following course names: Literary Journalism (14); Literature of Journalism (2); Long-form Journalism (1); Narrative Journalism (1); Creative Nonfiction (1); Narrative Nonfiction (1); Literary Nonfiction (1); Magazine and Feature Writing (1); Literary Feature Writing (1); Advanced/Intermediate Writing (1); Journalism and Ideas (1); Writing about Family (1).

[13] The results were presented at the 2013 IALJS-8 conference in Tampere, Finland.

[14] The results were presented at the 2016 IALJS-13 conference in Porto Alegre, Brazil.

[15] The text of the e-mail is as follows:

Dear Literary Journalism Educators,

I want to thank everyone who has contributed to my ongoing study that examines the readings and critical texts used in literary journalism or creative nonfiction courses. Recently, I was pleased to present findings of this research at the IALJS Eleventh International Conference for Literary Journalism at Porto Alegre. Now I need your help again because I hope to produce an article for *Literary Journalism Studies* (Vol. 8, No. 2) that may be of interest and use to you. If you have not contributed to the study, I hope that you will consider doing so by sending me your most recent reading list. (Reading lists not written in English are most welcome!) I hope that this additional data will better represent the broad spectrum of our membership.

In addition, I hope to add a qualitative element to the research, so I ask anyone responding, including those who've already contributed to the study, to address briefly these questions:

1. How many years have you been teaching literary journalism or creative nonfiction?

2. What considerations do [you] take into account when you create your reading list (gender, race, ethnicity, nationality balance, "tried and true" writers)?

[16] Gorak, *Making of the Modern Canon*, 254.

[17] Altieri, "An Idea and Ideal of a Literary Canon," 37.

[18] Guillory, *Cultural Capital*, 18.

[19] "About Us," IALJS, International Association for Literary Journalism Studies, accessed January 4, 2016, http://ialjs.org/about-us/.

[20] William E. Cain, "Opening the American Mind: Reflections on the 'Canon' Controversy," in *Canon vs. Culture: Reflections on the Current Debate*, ed. Jan Gorak (New York: Garland, 2001), 6.