

Patterns in Text Authorship and Teachers' Diversification Efforts: International-Mindedness in U.S.-based IBDP English A Literature Classes

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Abstract

This study had two aims: 1) establish demographic patterns in the authorship of texts taught in U.S.-based DP English A Literature courses 2) explore factors that influence teachers' curricular choices/abilities to diversify their curriculum. Taught text lists from 100 classes and interviews with 20 teachers were analyzed. Findings indicate that most taught texts were authored by white males from either North America or North Europe; very few were authored by individuals from Asia, Oceania, or Africa. Teachers identified the most pressing factors in their text choices: logistical considerations, their own interests, their students' interests, aims of expanding students' worldviews, thematic cohesion, perceived pressure to teach "good" literature, formal DP assessments, and other curricular guidelines provided by another program, the school, the district, or the state. Teachers noted four related obstacles to diversifying syllabi: a relative lack of exposure to works from other parts of the world, the time involved in developing new curriculum materials for less widely taught texts, constraints within the formal DP course guidelines, and gaps in their cultural knowledge. This report argues that additional support is needed to help teachers overcome such gaps and that supports can target particular factors or challenges identified in this study.

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Introduction

The Diploma Programme (DP) Language A Literature guide (International Baccalaureate Organization, 2011) introduces the DP as the following:

The Diploma Programme is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view. (p. 7)

The second half of this statement captures the program's core aims—the cultivation of knowledge, care, compassion, intercultural understanding, open-mindedness, and respect for different perspectives. These lofty ambitions drive both the DP and this study. Through explorations of teachers' text choices in U.S.-based DP English Literature (DP Lit.) courses, this study aims to support teachers' efforts to foster international knowledge, care, compassion, intercultural understanding, open-mindedness, and respect for others.

A deep commitment to this topic is partially fueled by the social and political climate in the United States and her own social justice orientation. There have been many indicators recently of rising xenophobia, racism, and protectionist thinking in the United States (Al Jazeera, 2018; BBC News, 2018; BBC World Service, 2017; Holmes, 2018; Ross, 2018; Strickland, 2018). As such, the researcher believes that U.S.-based students need the ideals that the DP is explicitly dedicated to and the program's international focus more than ever. With 942 schools in the U.S. offering the DP (International Baccalaureate Organization, 2018), the DP has a wide reach in American classrooms. There are many opportunities to deepen students' knowledge,

care, compassion, intercultural understanding, open-mindedness, and respect. Furthermore, in a globalized context (Cabrera & Unruh, 2012; Cabrera, 2010; Heater, 2002), where Americans play a significant role in global economics/politics (Bowles, Edwards, & Roosevelt, 2005), students need understanding of contexts beyond the nation's boundaries.

This report will look at patterns of authorship in the taught text lists of DP Lit. classes to critically reflect on the degree to which students are exposed to diverse perspectives, specifically diversity in authors' gender, race, and nation of origin. The findings section will identify several potential areas for growth that this portion of the study exposed. Furthermore, this report will overview teachers' perceptions of key factors that influenced their curricular choices and four challenges that impeded their efforts to diversify curriculum. The report will end with implications of these findings, including proposed strategies for better addressing teacher needs/concerns. Overall, teachers seem interested in developing diverse and international curriculum but are bound by logistical factors and influenced by the scope of their knowledge.

Literature Review

This study is founded on several assumptions; each of which is presented below in the context of existing literature. First, this study assumes that texts influence students' attitudes and understandings. Texts can reinforce or dismantle stereotypes, expand or limit students' perspectives, and communicate values. As such, it is important to expose students to texts written by a diverse authorship, including females, Authors of Color, and individuals from around the world. There is a recognition that historically American children have primarily been exposed to texts that were authored by members of privileged groups—in particular white males. Furthermore, this study assumes that critical explorations of practices help illustrate inequities and pinpoint potential areas for growth. The literature review below demonstrates a precedence

for critical studies of literature, recognizing ways that this study both fits into and diverges from these approaches. Finally, this study recognizes the complexity of curriculum design and acknowledges existing studies that have begun to explore teachers' perspectives on this process.

The Stories We Read Change Us—A Call for Diverse Perspectives

Texts influence students' perceptions, of both themselves and of others. Cultural studies scholars have frequently pointed to the messages implicit in texts (Hall, 2012; Kellner & Durham, 2012). Texts influence how individuals view others as well as how they view themselves (Nieto, 1999). Texts can either reinforce dominant/hegemonic views or expand understandings and perceptions (Boyd, 2017; Gollnick & Chinn, 2016; Hinton & Berry, 2005). When approached critically, texts have potential to stretch students' global understandings (Appleman, 2000; Roberts, 2009).

The DP Lit. guide suggests that the IB believes that texts communicate cultural values, that writing is contextualized, and that readers' backgrounds influence interpretations. The guide explicitly recognized that literature can disseminate values as it described assessment aims: students are to “demonstrate an understanding of the ways in which cultural values are expressed in literature” (International Baccalaureate Organization, 2011, p. 10). The stance is further seen in the guidance around the study of works in translation; teachers should help students:

Understand the content of the work and the qualities of the work as literature, respond independently to the work by connecting the individual and cultural experience of the reader with the text, and recognize the role played by cultural and contextual elements in literary works. (International Baccalaureate Organization, 2011, p. 18)

This description explains that students should look both inwardly and outwardly, exhibiting the potential for growth in both these acts. In this way, the IB recognized that readers interact with texts and that texts have potential to help students understand both themselves and others.

The IB intentionally maintains an international approach to its curriculum. As such, it is expected that the diversity of voices heard in DP classrooms includes a range of global views. In a highly connected world, Americans are deeply linked to others through a global economy (Bowles et al., 2005; A. Cabrera & Unruh, 2012), the flow of ideas (Torres, 1998), multi-national human rights efforts (Visvanathan, Duggan, Wiegersma, & Nisonoff, 2011), and the movement of people and products (Suarez-Orozco, 2004). As global citizens, they need global understandings (A. Cabrera & Unruh, 2012; Noddings, 2005; Roche, 2007).

One of the main rationales for the diversification of American curriculum is to better reflect the diversity of students. As Gollnick and Chinn (2016) have noted, the student populations in American classrooms are becoming increasingly diverse. This has inspired diversification efforts to have texts reflect the cultural backgrounds of members of the local community (Zygmunt, Clark, Tancock, Mucherah, & Clausen, 2015). There are many facets to diversity that scholars have attended to including race, gender, sexuality, class, and disability. This study primarily focuses on diversity of international origins, though it also considers influence of gender and ethnicity.

It seems important to note that diverse authorship is only one part of the equation—students are also influenced by teachers' approaches (Berchini, 2016) and students' experiences of teaching (Nieto, 1999). Furthermore, there have been debates around whether an author's ethnicity is the primary element that grants a story legitimacy (Stewart, 2002). Even still, there seems to be agreement that students should be exposed to a wide range of perspectives.

While it seems that diverse reading experiences are largely valued, studies have shown a lack of diversity in American children's reading experiences. For example, Boutte, Hopkins, and Waklatsi (2008) found that most children's literature was western-centric and heteronormative. Gangi (2008), too, found that the readers students often encounter in schools privilege white authors. These sorts of patterns are problematic if one believes students need wide exposure.

Critical Approaches to Identify Patterns

Problematic patterns can only be addressed when they are observed. As such, systematic explorations of behaviors are needed. Critical theoretical approaches disrupt existing power hierarchies by seeking out potential manifestations of inequality; critical theorists are especially interested in ways that groups are treated differently based on their gender, ethnicity, etc. This study does not draw on a singular critical theory; instead it adopts a more general aim of critical endeavors: "To lift dominant forms of repression" (Sandoval, 2000, p. 7). This project pursues social justice, adopting Bell's (2016) framing of the concept:

Reconstructing society in accordance with principles of equity, recognition, and inclusion. It involves eliminating the *injustices* created when differences are sorted and ranked in a hierarchy that unequally confers power, social, and economic advantages, and institutional and cultural validity to social groups based on their location in that hierarchy. (p. 4)

In particular, this study exposes imbalances of social power created by disproportionate authorship. When authors from certain regions or demographic groups are widely taught, their cultural views are implicitly valued. Conversely, when authors from other demographic groups are excluded from the curriculum their perspectives are implicitly less valued.

There is a precedence for using critical methods to explore representation in literature. Larrick's (1965) seminal study was one of the first to identify alarming patterns in representation. She explored the ways that African-American characters were included and portrayed in 5,000 American trade books and found that only 6.7% of the published texts had African-American characters, many of which were portrayed in stereotypical ways. Since Larrick's study, there have been many that have explored representation in both authorship and content. Researchers have critically examined representations of race (Dowd, 1992; Hughes-Hassell, Barkley, & Koehler, 2010; Landt, 2013; Moller, 2014; Nilsson, 2005; Rawson, 2011; Stewart, 2002), gender (Landt, 2013), disability (Curwood, 2012; Matthew & Clow, 2007; Smith-D'Arezzo, 2003), and sexuality (Cart, 1998; Jenkins, 1993; Kidd, 2011). Far less research has been done on international representation. This study helps fill this gap.

Curricular Design Choices Are Complex

This study builds upon a growing base of research on teachers' curricular decisions in secondary English classes. These studies have shown that teachers' decisions are complex and influenced by many simultaneous factors. As Darragh and Boyd (2018) observed, there is often an "overlapping nature of influencing factors" (p. 8). For example, Friese, Alvermann, Parkes, and Rezah (2008) found that teachers in their sample were influenced by their knowledge of texts, access to texts, institutional constraints, and high stakes assessments. Watkins and Ostenson (2015) found that factors such as student interest, text elements (e.g. Lexile scores), district- or school-level traditions, and recommendation lists also influenced teachers' choices. Darragh and Boyd (2018) described additional factors influencing teachers' choices including perceived parental support, administration, and school board or district expectations. The American high stakes assessment culture has been at the center of many related studies. For

example, Peel (2017) noted that standards and assessments were heavy influences and that many relied on Common Core approved lists, which are heavily canonical in nature. Watkins and Ostenson (2015), too, considered the heavy influence of the Common Core State Standards. In short, it seems that there are many factors that teachers must weigh simultaneously.

When all these factors are considered, it is not surprising that teachers struggle to prioritize ideals such as international-mindedness or cultural relevancy. Whether these tensions are related to concerns about standards (Dyches & Sams, 2018; Sleeter & Flores Carmona, 2017) or concerns about parental or community reactions (Boyd, 2017; Stallworth, Gibbons, & Fauber, 2006), there are often factors that compete with ideals. As such, it is important to recognize the specific factors that are perceived as most or least influential to teachers' attempts to diversify their curriculum. While research has partially considered factors that influence teachers' inclusion of culturally relevant texts, minimal work has explored factors that influence their choices around global literature. This study contributes to this gap.

Approach

This study explored four research questions in a U.S. Lit. context: 1) Which global perspectives are students exposed to through the taught texts? 2) How do teachers make decisions regarding curricular inclusions? 3) What do teachers perceive that they need in order to promote international mindedness through their text selections? 4) How equipped are teachers to teach diverse global perspectives?

Text Analysis

To explore the study's first research question, taught text lists were analyzed. Out of 739 schools in the United States that offered the Diploma Programme English A Literature Higher Level courses in the 2012 May examination cycle, the most recent examination cycle where full

text lists were solicited by the IBO, 100 were selected at random. As recommended by the Pell Institute (2018), first the dataset was cleaned. Due to inconsistencies in teachers' entries, with some teachers listing specific titles of individual works and others listing these works by collections, all poems, short stories, and essays were treated as collections. If a school taught poetry or short stories by multiple authors, each author's collected works were listed separately. Altogether there were 1646 total texts taught across the 100 schools, including repeat titles (e.g. if Shakespeare's *Macbeth* was taught in two schools, it was listed twice). Five entries were excluded from the final analysis because the listed authors and titles did not align. As such, 1641 texts were included in the final analysis.

Next information was collected about each title and author using reliable online sources. Whenever possible, multiple sources were used to confirm biographical details. The following information was documented for each author: year of birth, country of birth, country or countries of citizenship, country or countries of education (including K-12 and higher education, excluding honorary degrees), countries of extended residence, and whether the author could be described as white of European descent (if records were unclear, a default "unknown" was used). The following was identified for each text: setting(s), whether the author had lived in the country or countries in which the text was set, and original language of publication. Findings on these text-level patterns is shared in Appendix A, B, and C.

To allow aggregation of data, locations were categorized by region based on the classification system used by the United Nations Statistics Division (2017). Once data was coded by region, descriptive statistics (Hauk, 2012; Kurpius & Stafford, 2006; Salkind, 2016) could be used to explore trends in authors' backgrounds and the texts taught. Excel pivot tables were employed to look for patterns within and across the indicators described above.

Interviews of Teachers

In the second research phase, interviews were conducted with DP Lit. teachers to answer research questions 2-4. Altogether twenty teachers were interviewed. Figure A shows the gender balance of participants: 8 males and 12 females. Participants taught in eleven states: Florida, Arizona, California, Georgia, Massachusetts, Texas, Indiana, Michigan, New Hampshire, Ohio, and Wisconsin. Table A shows the distribution of participants across states. Florida is slightly overrepresented in this sample. As Table B shows, participant experience teaching the DP Lit. course varied; overall the sample had an average of 7.9 years DP Lit. teaching experience.

Figure A: Gender Balance of Participants

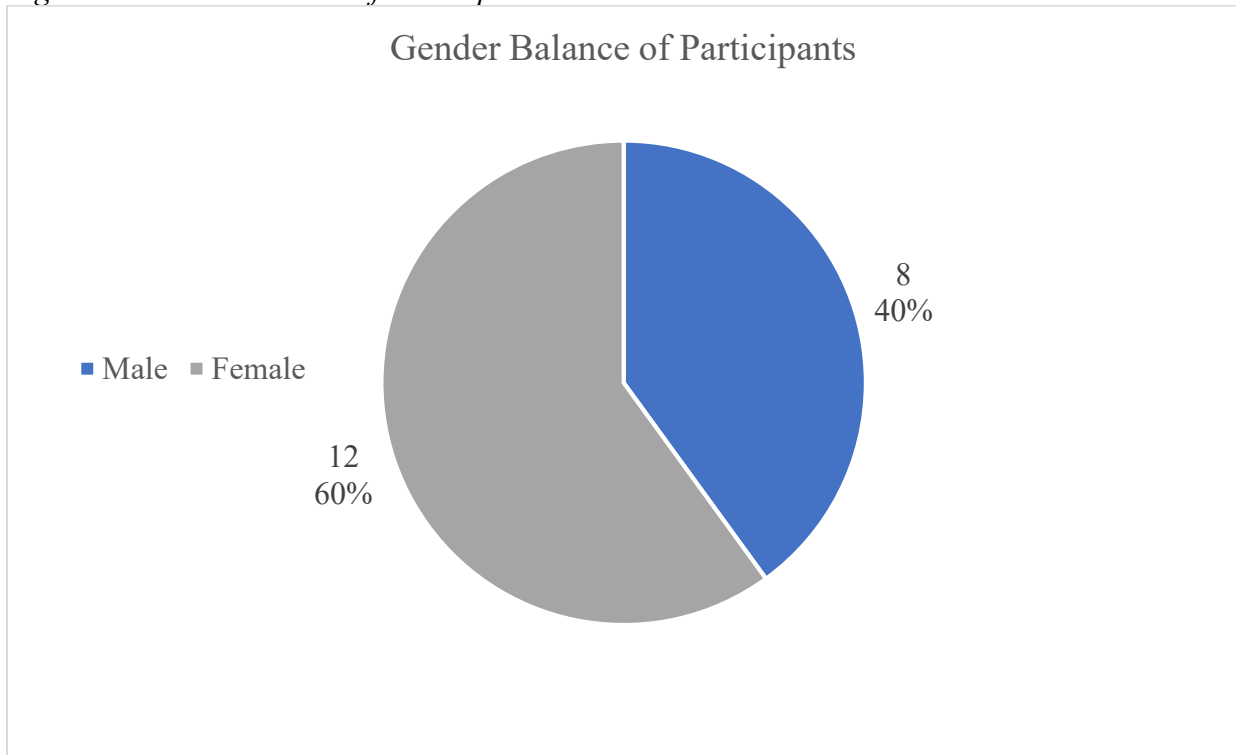


Table A: Distribution of Participants by U.S. State

State	Number of Participants	Percentage of Sample
Florida	5	25%
Arizona	2	10%
California	2	10%
Georgia	2	10%
Massachusetts	2	10%
Texas	2	10%

Indiana	1	5%
Michigan	1	5%
New Hampshire	1	5%
Ohio	1	5%
Wisconsin	1	5%

Table B: Participants' DP Lit. Teaching Experience

Years of Experience	Number of Participants (n=20)
0-2	1
2-4	5
5-10	8
11-15	4
16-20	2

Participants were selected using a purposeful sampling strategy (Maxwell, 2013; Merriam & Tisdell, 2016). All met the following inclusion criteria: 2017-2018 DP English Literature teacher (current at the time of the interviews), U.S.-based, and willing to be audio recorded. Through national recruitment strategies, the study aimed to include a range of perspectives. Convenience sampling strategies (Merriam & Tisdell, 2016) were also used—the first twenty volunteers to qualify for the study were included. To recruit interview participants, a call was placed on the IBO's DP Lit. course forum in the fall 2017. Four participants were recruited from that initial call. To recruit the remaining 16 participants, emails were sent to 300 randomly selected U.S.-based DP coordinators a description of the study, a link to the study's information sheet, and a request to forward the message to current DP Lit. teachers.

Participants identified their preferred video platform and most interviews were conducted over Skype, Facetime, or Google chat. In several cases, per participant request, interviews were conducted over the phone. As Rubin and Rubin (2012) emphasized, it is crucial that researchers make participants aware of their rights. All interviews were audio recorded with permission. Informed consent was conducted orally per IRB approval. At the time of the interviews, pseudonyms were assigned to protect participants' identities. To boost credibility in findings, as

suggested by Rubin and Rubin (2012), interviews were transcribed verbatim. Rev services transcribed the data and the researcher checked transcripts for accuracy. Verified transcripts were uploaded to Dedoose for analysis. At no point in time were real participant names attached to transcripts. If participants referred to their schools of employment by name in the audio recordings, this potentially identifiable information was omitted from the transcripts.

Ongoing analysis, as described by Merriam and Tisdell (2016), was used—reflective memos were used to explore emerging themes and to practice reflexivity. A codebook was begun as soon as interviews commenced to capture both inductive and deductive concepts, considering all three categories of codes that Creswell and Creswell (2018) describe: expected, surprising, and conceptual interest codes. Throughout the interview process, codes were added and modified to accommodate emerging findings identified in the process of writing memos. After all data was coded and the codebook honed, the finalized codes were applied to the data through a round of open coding. Codes included a mix of inductive codes, deductive codes, and in vivo codes. She actively sought out what Maxwell (2013) described as “discrepant data” (p. 127). Within the codebook, codes were organized into larger categories: contextual elements, teacher preparation, overall course design elements, teaching and design priorities, IBO structures and elements, international mindedness, and a miscellaneous (misfit codes) category. To help ensure consistent interpretation and application of codes, codes were clearly defined (the codebook is included in Appendix D). Throughout the analysis and coding process, memos, as encouraged by Maxwell (2013), were continually used.

Findings: Patterns in the Taught Texts

Because specific texts were taught in more than one school, of the 1,641 texts included in this study there were considerably fewer discrete titles (405). Table C below shows the breakdown of

these 405 discrete titles by genre. Most findings are reported based on the total texts taught (1,641) vs. discrete titles (405), as this gives a more accurate picture of the actual proportion of taught texts within the sample “from” a given perspective.

Table C: Genre Breakdown of Texts

Genre	Number of Discrete Titles
Fiction (novel or novella)	232
Non-fiction	20
Drama	74
Poetry collection	52
Essay collection	11
Short story collection	15
Speech collection	1

Below are three of the main patterns that emerged: 1) the authorship was heavily male and predominantly white, 2) there was disproportionate authorship from certain geographic regions, and 3) despite teachers' lingering propensities towards traditional canonical texts, they also taught some less traditional authors/texts.

Heavy Leaning on White and Male Authors

Overall, there was quite a heavy proportion of texts authored by white and male authors. As Figure B and C below depict, 78% of texts were authored by male authors and 72% were authored by individuals who were white. Interestingly, the ratio of authors who are white differs when gender is also considered—51% of female authors were also Authors of Color, whereas only 18% of male authors were also of Color. Overall 61% of texts were authored by individuals are both white and male, 10% authored by white and female writers, 14% authored by male Authors of Color, and 11% authored by female Authors of Color.

Figure B: Taught Texts by Gender of Author

PERCENTAGE OF AUTHORSHIP BY GENDER

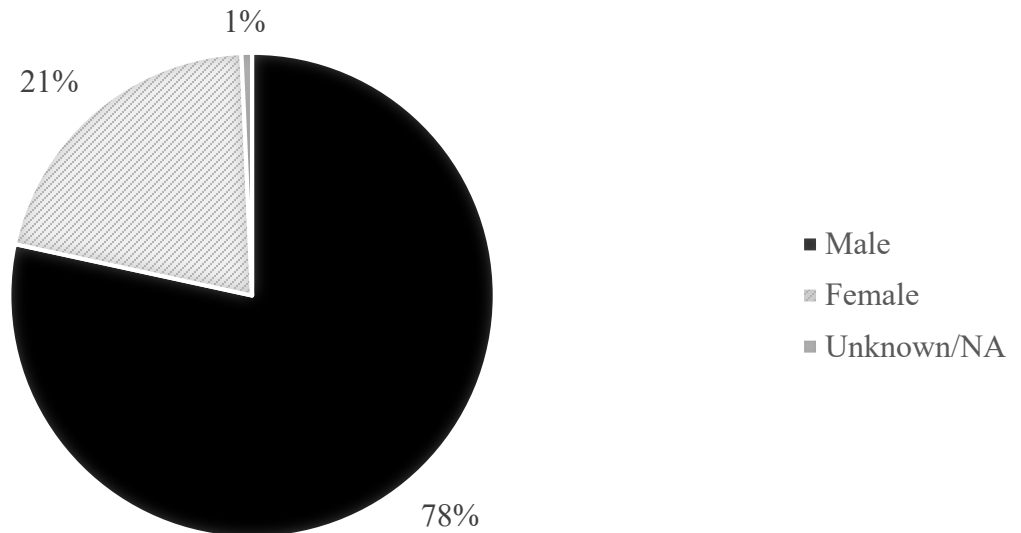
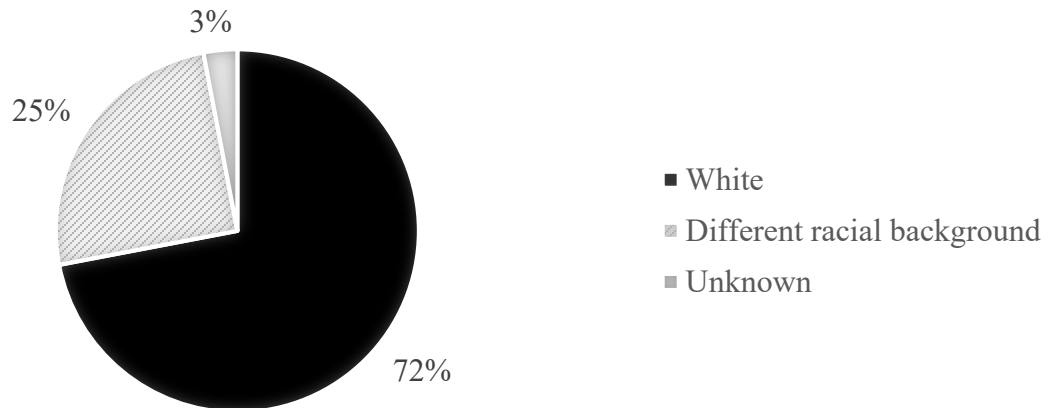


Figure C: Proportion of Texts Authored by White Authors

PERCENTAGE OF AUTHORSHIP THAT WAS WHITE



These statistics suggest that despite the IB's urgings for diversity in curriculum, there was still only moderate diversity in the taught texts with regards to both gender and racial background of authors. Patterns do reflect some progress when compared to findings from early literacy studies—25 years ago, Applebee (1993) found the authorship of high school English class texts to be 86% male and 99% white. In contrast, the percentages seen in this sample and

presented above demonstrate some progress over the last two and a half decades, at least in DP Lit. classrooms. Even still, with only 21% of the taught texts authored by female authors and only 25% by Authors of Color, there is still considerable room for more diversification.

Certain Regions Have Far More “Representation” Than Others

Multiple indicators were used to consider where authors were from, including birthplace, places of education, citizenship, and sites of extended residence. It is assumed that these indicators reflected different aspects of a given author's cultural background, given that it was not possible to ask authors to self-identify where they considered themselves to be “from.” Table D below shows some of the patterns that emerged from this analysis. The table breaks down results by both sub-region and larger geographic region.

Table D: Different Indicators of Where Authors Were From (% of Total Texts)

<u>Region</u>	<u>Birthplace</u>	<u>Place of Education</u> ^a	<u>Citizenship</u> ^a	<u>Extended Residence</u> ^a
North America	36%	40%	40%	54%
Central America	2%	2%	2%	3%
South America	6%	6%	6%	18%
Caribbean	1%	1%	1%	3%
Americas combined ^b	45%	48%	49%	55%
United States ^c	34%	36%	37%	50%
Northern Europe	27%	33%	34%	45%
East Europe	8%	7%	5%	13%
South Europe	4%	4%	4%	12%
West Europe	4%	8%	7%	27%
Europe combined ^b	43%	47%	49%	59%
United Kingdom ^c	24%	28%	29%	34%
North Africa	3%	3%	1%	5%
East Africa	<1%	<1%	<1%	<1%
South Africa	1%	1%	1%	2%
West Africa	3%	2%	2%	3%
Middle Africa	0%	0%	0%	0%
Africa combined ^b	7%	4%	5%	9%
East Asia	2%	2%	2%	2%
South Asia	3%	2%	1%	5%
Southeast Asia	<1%	<1%	<1%	2%
West Asia	<1%	2%	<1%	2%

Central Asia	0%	0%	0%	0%
Asia combined^b	5%	4%	3%	9%
Oceania	<1%	<1%	<1%	1%
Unknown	<1%	3%	0%	1%

^a Percentages reflect the proportion of 1,641 texts authored by individuals who lived in/were educated in/held passports in that region at any point in time

^b Aggregates by larger geographic region exclude internal “repeats” (e.g. if an author lived in multiple European regions, they are only included once in the combined European figure).

^c Data for the U.S. and the U.K. are included in the regional totals, but also detailed separately

There was some variation in the intensity of patterns that different indicators demonstrated. However, data consistently showed heavy trends towards authors from North America and Northern Europe. For example, 36% of texts were authored by someone born in North America. This percentage was higher if education (40%), citizenship (40%) or residence (54%) of authors was considered instead. Similarly, 27% of texts were authored by individuals born in Northern Europe, compared to 33% who were educated there, 34% who held citizenship there, and 45% who had extended residence in the region.

Two countries were especially heavily represented within the authorship—the U.S. and the United Kingdom (U.K.). Over a third of texts were authored by individuals born in the U.S. (34%), educated in the U.S. (36%), or were citizens of the U.S. (37%). Half the texts were authored by writers who lived in the U.S. for extended periods of time (50%). Meanwhile approximately a quarter of texts were authored by individuals born in the U.K. (24%), educated in the U.K. (28%), or who held citizenship there (29%). Approximately a third of the taught texts were authored by individuals who had lived in the U.K. for extended periods of time (34%).

There were some noticeable gaps in representation as well— authors from some regions of the world were virtually unread. For example, regardless of which of four indicators used, there were no texts with authors from Middle Africa or Central Asia. By most indicators only

about 1% of authors were from the Caribbean, East Africa, South Africa, Southeast Asia, Western Asia, and Oceania. With very large global populations in these geographical regions, including many English-speakers (e.g. Australia and New Zealand in Oceania), it seems these figures could be considerably higher.

Overall, the analysis shows that certain regions were far more represented in the authorship than others. It also suggests that some authors born in different parts of the world were still likely influenced by North American or Northern European cultures through extended residence. For example, the one East African author represented in this sample was both educated and lived in Northern Europe. Similarly, 61% of the texts authored by South African-born authors were authored by individuals who also lived in and were educated in North America. Thus, even the few authors “from” less frequently represented regions may still have had extended exposure to North American and Northern European ways of thinking.

Slight Movement Beyond the Traditional Canon

The 35 most commonly taught authors are shown in Table E below, along with the title of their most frequently taught text. A look across these authors and texts reveals that there is quite a bit of reliance on traditional canonical authors—Shakespeare, Ibsen, Camus, Conrad, Sophocles, etc. This list also includes several more contemporary American favorites such as Morrison, Williams, and Plath. Of the 35 “top authors,” 77% were male, 77% were white of European descent, 46% were born in North America, and another 17% were born in Northern Europe. Only five (14%) of these top 35 authors did not live in, hold citizenship in, or get educated in one of the two dominant regions (North America/ Northern Europe) at some point. This suggests that the demographics of the top authors reflect many of the same trends observed across the entire text list— most are white, male, and connected to one of two parts of the world.

While most of the authors and titles listed in Table E are canonical, there are a few that show movement towards an expanded curriculum. For example, Allende's works were taught in 27% of schools within this sample. While Allende's work is widely revered, she still represents a more contemporary voice in American classrooms. Her prominent position in the list below suggests that the traditional canon might be slowly expanding to include more Women of Color.

It does seem important to note that a list of prominent authors does not fully capture the range of less frequently taught texts from different parts of the world or by Authors of Color. For example, out of the sample of 100 schools, thirteen taught works by Mexican author, Juan Rulfo, eight taught works by Sri Lankan-born author, Michael Ondaatje, four taught works by Japanese author, Banana Yoshimoto's, and three taught works by Vietnamese author, Bao Ninh. A number of contemporary American authors of Color were also taught repeatedly—nine taught works by African-American author, Maya Angelou, eight taught works by Native American author, Leslie Marmon Silko, six taught works by Mexican-American author Sandra Cisneros, and six taught works by African-American author Toni Morrison. The repeated inclusion of their works in schools suggests that the canon might be expanding slightly. The list of American Authors of Color also suggests that there might be more diversity present in the taught curriculum than some of the regional statistics imply—at least some of the authors from these heavily represented regions might be Authors of Color or female authors. A breakdown of gender by geographic region can be found in Appendix E.

Table E: The 35 Most Frequently Taught Authors

<u>Author</u>	<u>% of Schools Their Works are Taught in</u>	<u>Most Commonly Taught Text by this Author</u>
1. William Shakespeare	100%	Hamlet
2. Gabriel Garcia Marquez	55%	Chronicle of a Death Foretold
3. Henrik Ibsen	45%	A Doll's House
4. F. Scott Fitzgerald	43%	The Great Gatsby
5. Arthur Miller	40%	Death of a Salesman
6. Albert Camus	38%	The Stranger
7. Robert Frost	34 %	selected poetry
8. Chinua Achebe	32%	Things Fall Apart
9. Tennessee Williams	31%	A Streetcar Named Desire
10. Zora Neale Hurston	29%	Their Eyes Were Watching God
11. Toni Morrison	28%	Beloved
12. Joseph Conrad	28%	Heart of Darkness
13a. Isabel Allende	27%	The House of Spirits
13b. Sophocles	27%	Antigone
15. Franz Kafka	24%	The Metamorphosis
16. John Keats	23%	selected poetry
17. Sylvia Plath	22%	selected poetry
18. Kate Chopin	21%	The Awakening
19a. Emily Dickinson	20%	selected poetry
19b. Nathaniel Hawthorne	20%	The Scarlet Letter
19c. John Steinbeck	20%	The Grapes of Wrath
22. Mark Twain	18%	The Adventures of Huckleberry Finn
23a. Margaret Atwood	17%	The Handmaid's Tale
23b. Fyodor Dostoyevsky	17%	Crime and Punishment
23c. Hermann Hesse	17%	Siddhartha
23d. Langston Hughes	17%	selected poetry
23e. Aleksandr Solzhenitsyn	17%	One Day in the Life of Ivan Denisovich
28a. Samuel Beckett	16 %	Waiting for Godot
28b. Seamus Heaney	16%	selected poetry
28c. Tom Stoppard	16%	Rosencranz and Guildenstern are Dead
28d. Oscar Wilde	16%	The Importance of Being Earnest
32a. George Orwell	15%	1984
32b. William Faulkner	15%	As I Lay Dying
34a. Laura Esquivel	14%	Like Water for Chocolate
34b. Athol Fugard	14%	Master Harold... and the Boys

Findings: Patterns in Teacher's Curricular Process

After using text lists to analyze patterns in authorship, interviews with teachers were used to explore the three remaining research questions: How do U.S.-based teachers make decisions regarding curricular inclusions in their DP English courses? What do teachers perceive that they need in order to promote international mindedness through their text selections? How equipped are teachers in the U.S. to teach diverse global perspectives?

Key Factors Influencing Text Choices

As teachers explained their curricular decision-making process, it was clear that there were quite a number of factors involved. The “top” factors, as determined by the percentage of the sample that described a given factor as important, are presented in Table F below. While overall percentages, like those below, were straightforward to tabulate, the process of determining the most “prioritized” factors was far more interpretive. As teachers described their respective processes and priorities, it was clear that each individual had his or her own priorities and approach. The eight factors identified as key factors and the four challenges identified below are the products of the researcher's interpretive process. Eight factors that seemed prioritized by participants included logistical considerations (time and money), personal preferences, student interests, thematic cohesion, attempts to expand students' worldviews, concepts of “good literature,” exams and formal IB curricular expectations, and other school-specific curricular expectations.

Table F: Top 10 Factors Influencing Decisions

<u>Factor</u>	<u>Percentage of Participants that Described this Factor as a Consideration</u>
1. Personal Preferences & Comfort	100%
2. DP Assessments	95%
3. Student Interest/Background	90%
4. Thematic Connections to Other Taught Texts	90%
5. Logistics (Time and Money)	85%
6. "Good" Literature	85%
7. Expanding Students' Worldview	75%
8. Other Curricular Expectations (e.g. Advanced Placement, state requirements)	65%
9. Parents and Home Culture	55%
10. American Politics	55%

Time and money considerations. Nearly every participant emphasized logistical factors—specifically ones related to time and money. Seventeen participants described logistical strains, namely the intensive timeline of DP Lit. classes. Many described the challenges of covering the prescribed curricular pieces within two years. This often meant that teachers intentionally selected texts that were short. Pauline, for example, explained, “I try to pick things that aren't prohibitively long. As a literature nerd, that pains me to say that but, if it's over 500 pages, I'm not assigning it just to be practical.” Paul echoed this sentiment when he shared,

Unfortunately, one of the biggest factors in books I choose is length. Junior year, I have to read six books. Reading long books just ... I love a lot of them, but I can't get through them and get the kids to do all of the different things I need them to do with them.

Jacob, too, explained, “I picked texts that were short because of the timeframe.” These are a few examples amongst many where teachers lamented time constraints and identified shorter text length as a solution.

In several cases, time constraints influenced genre choices. Andre described how time constraints caused him to switch away from novels and move towards dramas; as he explained,

“We were always pushed for time. I was doing novels that I enjoyed, but it takes so much longer to do a novel and you're pushed right up until the end! Plays leave you so much more breathing room.” Similarly, Dani talked about her decision to include more dramas and poetry because “you can cover them quicker.” Accordingly, these participants had fewer texts or authors to choose from off the prescribed lists due to perceptions of time constraints.

Fifteen participants also alluded to logistics involving money. Going into the study, the researcher anticipated that many teachers would describe limitations of school budgets. Surprisingly, only five participants described school budgetary factors limiting their choices. Quotes, such as this one by Andre, illustrate to role of financial limitations:

When you get to a new school, you do whatever anybody else has been doing. You can't just show up and start ordering new books. So you're stuck with whatever's in the book room. (...) Little by little, you can change the curriculum but quite often you're stuck with what the people before you ordered. (...) If I were a millionaire I would just do whatever I wanted, but that really does dictate a lot of what people do.

While only a few teachers alluded to budgetary constraints, they clearly had an impact on some.

Some participants spoke of freedom from financial constraints. Paul, for example, explained that students bought their own books: “We pretty much have gotten away with telling kids they have to buy the books, and they do it. If somebody has a problem buying the book they can come to us and we can find them a copy.” Andrea, too, stated, “The kids buy the books (...) so I don't need to worry about a book closet or anything like that.” Altogether ten participants (50%) shared that students purchased books in their schools. As such, the financial impact of text selections in half the participants' settings fell on students and families.

This did lead some to actively consider ways to minimize financial strains on students. Numerous participants recognized that some students struggled to afford texts. Dani described, I am sensitive to equity. I know it often is the case that our IB students are some of the most well-to-do students. But also, we have some kids that do not have disposable income. I like to be able to provide the resources I can.

She continued to explain how she personally purchased copies of texts for students in need. Several others described specific approaches they took to minimize costs for students—Ruth picked texts available as e-books, Andrea opted for genres that were less expensive, and Shannon picked texts that were freely available online. While finances clearly impacted teachers in different ways, money seemed a prominent consideration across many teachers' experiences.

Personal preferences. Not altogether surprisingly, personal preferences also factored into teachers' curricular decisions. There were many small comments like one by Alice as she described picking a text: "I just liked it, so I threw it in there," or Jacob's explanation that his decision "was based on just personal preference." Every participant referred to their affinity for or dislike of particular texts they taught, suggesting that teacher preference is an important factor. Similarly, numerous teachers changed texts when they got bored teaching them. Paul, for one, explained, "In my experience, after teaching something for three years I kind of lose my enthusiasm for it. And so changing it up forces me to do the work and get excited about it again."

Several teachers did talk about also intentionally including texts they disliked. For example, Kevin explained why he has taught an author for 20 years despite disliking his style:

The kids see that I don't particularly like a text. But that doesn't mean that I don't appreciate what the author's doing. I want them to have a full range of experience. You

know there's books you're not going to like--- whether you don't like the plot, you don't like the character, whatever. But, you learn to appreciate what they're doing literarily. This willingness to persist with texts against his preferences was not common in the dataset, though. Instead, most participants adapted curriculum to match their personal preferences.

Student interests and student backgrounds. Quite a few teachers talked about how students' interests factored into their decisions. There were dozens of comments along the lines of Andre's, "The kids seem to really like it!" or Mari's, "Find texts that you think the kids will be interested in!" Many participants referred to curricular changes they made to better match student interest. For example, Kevin described the rationale he and his colleague took when changing a disliked text: "We thought, why beat ourselves silly? Let's find something that really appeals to them. It still has the same themes we can accomplish the skills with and the kids enjoy it! So, I think we've gravitated more towards that."

Several also alluded to student preference as a strong motivator for expanding the traditional curriculum. For example, April explained,

I think that's a reason why you need to change things up because kids change too. You have to stay with the times to a certain extent. I've done a lot of reading, independent reading as opposed to the cannon and I just think it's really important to provide opportunities for both somehow.

In this quote it is clear that some teachers prioritized texts that students perceive as relevant.

Thematic cohesion. Not altogether surprisingly, one of the most frequently cited factors was thematic cohesion of selected works. As teachers described their curricular choices, 90% of the participants referenced thematic links between texts weighing heavily on their process. There were many ways that participants framed this—April for example described picking texts that

“work well together.” Alice was particularly pleased that two texts she had chosen functioned as “a nice complement” for one another. Dani talked about the importance of thematic links across texts allowing students to “see the threads that carry through great literature.” The specific themes that participants gravitated varied considerable. For example, one intentionally selected texts that collectively commented on gender norms, another on oppression and slavery, a third on hope and perseverance, and another on mortality. However, it was quite clear that themes were at the forefront of participants minds and that they sought out texts that allowed for cohesion and nuanced exploration of universal themes.

Expanding students' worldviews. Fifteen teachers (75%) within the sample made comments about picking particular texts because they wanted to stretch their students' worldviews. Specifically, many wanted to expand students' international mindedness and expose them to more diverse viewpoints. As Dani put it, she wanted to “broaden students' experience.” Kevin explained one of his primary goals in curricular choices: “We wanted to expose them to a diversity of ethnicities and a diversity of thought. A diversity of time periods, a diversity of geography.” It seems important to note that these comments arose as teachers described their text selection process, independent of explicit questions on international mindedness.

A number of participants expressed deep philosophical motivations for intentionally exposing their students to more diverse points of view. For example, as Pauline explained,

I see literature as a catalyst for people to learn from mistakes they didn't have to make themselves. That means learning from mistakes, not just in the microcosm of interpersonal relationships but on the macro scale-- how do you make wise political decisions? How do you become a smart voting citizen? How to you understand the broader social dynamics at play in conflict and how do you avoid that? The best way to

do that is to show that these mistakes that humans have made are repetitive and they are cyclical. The only way to interfere with that cycle fundamentally is through empathy, compassion, and refusal to otherize.

The sorts of allusions Pauline made to cultivating better citizens were quite common in the sample. Many teachers purposefully chose texts that would stretch students' minds or teach them important skills about being responsible and respectful—ones that as Maya explained, “Put them into another's shoes.”

“Good” literature. Seventeen participants (85%) referenced texts that they felt they “should teach” or that were “traditional” on their syllabi. There were many who made comments like Gabriel's, “I think it's important for the kids to be exposed to Shakespeare.” In some of these instances, teachers had deep love for the classical texts they taught. In others, it seemed teachers taught these texts out of a sense of obligation to tradition. For example, Kevin explained, “I've taught Faulkner for 20 years and have hated every year of it. But, I have come to appreciate Faulkner and his place in the canon.” These explanations emphasize that teachers felt some sense of obligation to retain the traditional canon as they designed their syllabi.

There were also some perceptions that global literature texts on the prescribed lists were not as “good” as more western canonical works. For example, Esther considered a text by Senegalese author, Bâ, but ultimately opted for a more traditional text: “Some of the books are better than others. A lot of the African literature people like they taught *So Long a Letter*... I didn't think it was like meaty enough for like one of the works, you know what I mean?” While many would argue for the quality of Bâ's work, Esther's perceptions of the text's inferiority were enough to dissuade her from ultimately selecting it. Esther's expressed views were reminiscent of early research on teacher perceptions of multicultural literature. As Bigler and Collins (1995)

found, teachers often considered multicultural literature to be less quality than more traditional texts. While Esther was one of the few participants to overtly rank text quality, there were many others who made comments about what students “should” get exposed to, implicitly elevating particular authors and works. As such, many teachers included what they called “old timey” texts, “staples,” “canonical” works, or “traditional” texts.

Assessments and DP expectations. There was also a lot of discussion about the role that assessments play in teachers' curricular decisions. While a few minimized the role of assessment, most participants seemed highly aware of the tasks that would be associated with a given portion of the syllabus and made decisions to bolster their students' scores on these tasks. Nineteen (95%) of participants discussed assessments as a factor in their curricular choices. Mari described her thought process; she had to consider: “Is it a good text to use for the [Individual Oral Commentary]? Is it a good text to give the kids an opportunity to really show off their skills on a paper or an assignment?” These sorts of statements were widely prevalent in the data—participants explained how they tried to select texts that prepared students for assessments.

Some teachers explicitly talked about how concerns about IB scores took precedence over other factors. For example, Gabriel described how assessment concerns outweighed both his own interests and his desire to expand his students' world views. He explained,

I used to teach and loved teaching *Native Son*. First as a part four, then as a part three. Then I dropped it because, while it's a great work for social justice, as a novel, it's not the best example of a conventional novel and it's not a very good example of an unconventional novel. Or Carson McCullers, *The Heart is a Lonely Hunter*, I loved that book too. What a wonderful work. But again, it falls a little short when it comes to in the case part four. What kind of presentation are you going to do on that?

In this explanation, it is clear that assessment preparation was one of the most pressing factors in his decision-making process. Gabriel was certainly not alone in this sentiment—65% of the sample described assessment considerations as especially pressing.

Non-IB curricular expectations. It also seems important to note that quite a few of the teachers in this sample alluded to other formal expectations beyond the IBDP's curricular guidelines. For example, seven participants (35%) were teaching classes where students were simultaneously preparing for Advanced Placement exams and taking DP English literature courses. Accordingly, these participants had to navigate multiple layers of expectation.

Even in schools where teachers were not bound by other curricular programs, some teachers had to navigate state or district level expectations around text choices. For example, Ian described the challenges of navigating four layers of restrictions:

You have the IB book list and then you have the (state) book list, and then you have the (district) list of required texts, and then you have whatever's left in your book room.

Between the four of those requirements, you're kind of limited.

While the vast majority of participants described considerable autonomy in their text selections, much like the high levels of autonomy participants described in the study by Watkins and Ostenson (2015), comments like this one show that not all teachers had free choice.

Attempts to Diversify Curricula: Four Common Challenges

The last two research questions guiding this study were the following: What do teachers perceive that they need in order to promote international mindedness through their text selections? How equipped are teachers in the U.S. to teach diverse global perspectives? The related findings overlapped; as teachers described partial preparedness, they simultaneously alluded to needs. As such, joint findings are presented through four commonly cited challenges

in teachers' attempts to diversify curriculum: their (un)familiarity with texts, the pains of trailblazing, explicit curricular guidelines, and gaps in cultural knowledge.

Lack of familiarity with texts. The most commonly cited challenge in diversifying curriculum was teachers' lack of familiarity with texts. Nineteen participants (95%) explained that they were exposed primarily to canonical works in their own upbringings and training. As such, they were far less versed in texts beyond the traditional canon. Dani described her experiences looking at options for translated works:

When I looked over the list, 30% or so I had at least heard of the titles of before. But my knowledge was none with the Asian texts and some of the Eastern European texts. I did not explore those avenues. I have 33 hours towards my Master's in English—pretty much an English and American literature concentration. I didn't do much lit in translation.

In this explanation, Dani recognized that even with considerable higher education in literature, she still had gaps in her knowledge. She acknowledged the challenges that these posed for her to select new works from regions like Asia or Eastern Europe. She ended up choosing texts that were more familiar to her. Dani's experiences were very representative of the sample.

At the end of all interviews, patterns that emerged from the text analysis portion were shared with participants and teachers were asked if they had hypotheses about why these patterns existed. Nearly all participants pointed to teachers' prior knowledge or lack thereof as one of the main factors. Pauline, for example, theorized that western-centric patterns were primarily about "teacher exposure. You teach what you were taught (...) if you don't get it assigned to you in college, it's a self-fulfilling prophecy. Whatever the teacher's been exposed to is the thing they're going to do." Many others described this cyclical pattern of narrow exposure as well.

Pains of trailblazing. Many participants also described the difficulty of diverging from the “typical” curricular path from a logistical perspective. Quite a few teachers, for example, talked about how much time it took to search for texts from regions they were less familiar with. As Maya explained, “The challenge is that you have to read so much!” Jacob echoed this idea:

For me to go out and find another writer, it's going to require a time commitment that, in the years past, I don't have. I might have it in the future. Balancing that time of what I can explore versus what is easy for me to kind of just pull out of a file cabinet. Unfortunately, I hate to say it, but that does kind of drive some of the decisions of new texts.

Shannon, too, explained why the time commitment was a major hurdle for her:

We have to [read new texts] over summer or a break. And then our summers like six weeks, and I don't want to spend three looking at that stuff and reading all those books and figuring out! I want to read some fun stuff that I like, too! I think that's actually the biggest hurdle that I have, because I'd love to spend time looking at that stuff and learning it—you know, forging new ground. But there's just not enough time.

This sentiment—that choosing new texts was laborious and required a sizeable time commitment—was widely present in the dataset.

Participants also lamented the effort involved in developing new curricular resources. As Andre put it, “Teaching anything for the first time takes a lot of effort.” Ynez explained,

There's not a lot of planning time. I think a lot of people feel inhibited in their ability to take risks even in IB programs (...) People are tired, and I think there's a lot of demands on teachers to be on and be present and supportive of their students. I don't know a teacher who doesn't want to do that. But I think that that inhibits our abilities to do the research to be teaching text from culture and from writers we're not familiar with.

In these descriptions, it is clear that time constraints were especially pressing when teachers were unfamiliar with texts/authors.

DP Lit. curricular constraints. A number of participants also pointed to instances where they felt formal DP guidelines impeded their diversification efforts. For example, six participants (30%) found the options on the formal text lists to be limiting. Paul explained, "I would really like to get a female poet in, but the works in translation is based off of the IB list. If you look in the poetry section of the list and look for females, there's like three." In this case, Paul's efforts to diversify curriculum required text options that hit two other criteria: a particular genre and for a specific section of the syllabus. With these additional constraints, he struggled to find appropriate options on the formal lists. Several teachers' chief complaints with the text options tied to factors discussed in the prior section. Jasmine, for example, explained that the length of texts from certain regions were all what she considered prohibitively long. On her hunt for a text by an Indian author, Jasmine looked into texts by the IB-approved author Rushdie. Yet she found his 450-page novels unrealistic for her students: "Midnight's Children, are you kidding me? They'd die. They'd take one look at the word count and start crying." In short, while the DP Lit. reading lists were comprehensive in many regards, some teachers still found them limiting when they had to consider other curricular design factors.

Text lists were not the only aspect of the formal DP Lit. program that teachers found challenging in their efforts to diversify syllabi. Several talked about how limits on translated works made it more difficult to bring in world literature. Pauline explained,

The fact that the only time that we're really able to teach translated work is in Part 1 and then in the Free Choice. But, Free Choice is almost everybody's entry point genre and it is very hard to use a translated work as an entry text for kids who are struggling.

This quote captures Pauline's frustrations with what she perceived to be limits in where she could bring in global works. This shows how structural elements of the DP Lit. course might inadvertently make it more difficult for teachers to diversify their syllabi.

Cultural knowledge. Several participants also felt challenged by limited cultural knowledge. Ian's experiences showcase this challenge. Ian described the scope of his intercultural knowledge, "I don't have much exposure personally [to other cultures]. I can go read a new book and do research. But my personal exposure is limited by my own experience." He explained that he had never received teacher training in navigating tense intercultural discussions and shared an especially negative experience he had in his attempts to teach a text with culturally-charged content, "As a white male, it's not comfortable dealing with those things." Ian then explained how these negative experiences prompted his push away from the text. This example highlights that teachers have varying levels of experience with other cultures and also with navigating conversations about culture.

Even when teachers expressed enthusiasm for cultural explorations, many still described the effort required to learn new cultural contexts, both for them and for their students. Many, like April, felt that "it's my job to become familiar." However, these same teachers described how difficult it was to cultivate nuanced perspectives on less familiar cultures. Paul, for instance described his approach to Satrapi's *Persepolis*, a graphic novel set during the Iranian revolution:

We watch a quick video before we start about the cultural context-- mostly with Muslim women talking about being Muslim women, wearing the hijab, etc. Because I don't know that much about that stuff! I am definitely not in a position to be an authority on what it's like to be a Muslim woman in Iran! So we watch videos from five or six women talking about it from their perspective. Satrapi herself would find me and beat me up if she

thought I was teaching her book as a representation of what it's like to be a Muslim woman—that's definitely not what she wants. So I try to give different perspectives.

This quote captures Paul's attempts to help his students gain layered understandings of other cultures along with concerns that culture not be reduced to simple or singular representations. It also shows that these sorts of explorations take time and effort.

Implications

Two of the main implications of this study are discussed below: first, this study emphasizes that gaps in representation exist and that ideals do not necessarily readily transfer into practice. Secondly, this study highlights ways that teachers can be better supported in their efforts to diversify curriculum.

Acknowledge That Ideals Are Not Enough

This study highlights that internationally-minded programmatic aims do not necessarily translate into internationally-rounded taught curricula. The first part of this study showed strong Euro- and North American-centric tendencies in teachers' text selections; most inclusions were written by white, male authors. The researcher also observed gaps in the representativeness of authors. For example, there were notably few authors from the continents of Africa, Asia, and Australia and zero authors from particular sub-regions within these highly populous regions. There were relatively fewer Authors of Color or female authors than white or male authors. This suggests that despite the DP's international-mindedness aims, the taught syllabi in U.S.-based DP Lit. classes may not be particularly international or diverse with regards to author demographics.

The qualitative findings helped explain why such representation gaps might exist. Teachers explained that their curricular choices were influenced by numerous factors including

logistical factors (e.g. time and money), personal preferences and interests, students' backgrounds and interests, personal desires to expand students' worldviews, pressure to teach "good" literature, assessment-related expectations, and other programmatic/school/district/state guidelines. They also described four additional challenges that impeded diversification efforts: a lack of familiarity with world literature, the logistical strain of teaching less-frequently-taught texts, constraints within the formal DP guidelines, and logistical challenges stemming from gaps in cultural knowledge. Taken together, this demonstrates the practical elements that some teachers found overshadowed any idealistic aims. Accordingly, it seems that future efforts to support the pursuits of ideals must actively consider the pragmatic features highlighted above.

It seems important to recognize that teachers' efforts to diversify curriculum run counter to hegemonic norms. If teachers strive to include more female authors, Authors of Color, or international authors, their efforts run counter to systemic patterns in the United States. As one participant, Shannon, explained: "We've suppressed the voices from those places culturally and historically forever." While Shannon was one of only a few participants to allude to the systemic forces at play, academic sources (Gangi, 2008; Rawson, 2011) along with popular sources have acknowledged that publishing houses (Neary, 2014), writing programs (Diaz, 2014), and recommendation lists (Low, 2013) are all exceptionally white- and male-dominated spaces (Govinnage, 2015). Baker and McDermott (2000), for example, showed that curriculum reflected dominant ideology and called more deliberate training to support teachers in expanding their approaches and perceptions. Olan and Richmond (2017) described challenges that especially new teachers faced as they diverged from canonical works in pursuit of more culturally relevant texts. Considering the magnitude of dominant ideology and the challenge of navigating these forces, it is understandable that curriculum in American classrooms still reflects western-centric and male-

centric tendencies. This recognition helps contextualize teacher's struggles to diversify curriculum. Overall, the findings from this study emphasize that ideals are not enough— more needs to be done to support teachers in their pursuit of these ideals because gaps do, in fact, exist.

Supporting Teachers' Efforts

This raises the question—what can be done to help minimize the disproportional reliance on white, male authors from North America and Northern Europe? Based on both the researcher's interpretations and participants' urgings there are three main things that the IB could do to help teachers diversify their syllabi: provide more support for teachers as they choose texts, provide more support for teachers once they choose texts, and consider ways that future modifications to the DP Lit. reading lists and program guidelines can address the practical factors identified through this study.

Provide more information about potential texts. One of the main areas that teachers craved more support was in text selection. As the sections above show, many teachers had a limited exposure to global texts and found it extremely time consuming to identify diverse texts that also aligned with the factors identified above. As Jon explained, "I would love it if IB could point people toward some of these texts that would be really great to read and to teach. To be like, 'I don't know anything about contemporary Middle Eastern literature. Where do I start? What do I read?'" About 50% of participants described how they wished that the IB would give them more information about potential texts. They craved ways to minimize the time and energy required to screen dozens of unfamiliar texts. The challenge of identifying "appropriate" sources is consistent with findings from other recent curriculum studies (Watkins & Ostenson, 2015).

Participants suggested that either formal lists of potential texts/authors or the online support materials could include information about texts like prominent themes, text length, and suggested sections of the syllabus. These suggestions emphasize the importance of factors highlighted above. For example, information about prominent themes could help teachers pick texts aligned with personal/student interests. Text length could help them consider time logistics. Guidance around suggested syllabi parts could help teachers pick texts that prepare their students well for particular assessments.

Provide more curricular resources. Teachers also craved more curricular resources. Jon, for example, explained how difficult it was to teach texts that were infrequently taught:

If I want to teach *Gatsby*, there's a million resources on *Gatsby* that have already been written. If I want to teach *The Sailor Who Fell from Grace with the Sea* by Yukio Mishima, there's nothing. There's not a whole lot in terms of support structure, so I kind of have to make that curriculum myself from scratch.

Kevin expressed a very similar sentiment as he theorized about why other American teachers were gravitating so heavily towards canonical texts:

There's a lot of resources out there for the "dead white guys" that you can pull up—teaching guides, movies, study guides, and all kinds of other stuff out there from people that teach those books really well. Why invent the wheel? Some people will think, let's just use what's already out there.

These participant quotes suggest that the logistical strain of developing support materials is a large disincentive for teachers. As such, if the IBO wants people to gravitate towards less canonical texts, it seems that they could either provide teachers with more support materials or create more user-friendly structures where teachers can easily exchange resources. Several

teachers acknowledged that related forums do exist on MyIB. However, a number explained that they struggled to navigate the website. It seems that if teachers felt that they have more access to curricular materials they might be more inclined to choose texts that are less traditional.

Considering formal DP guidelines. Finally, this study raises many questions about ways that the formal guidelines might be tweaked in the future to more fully support the diverse curriculum that the IBDP explicitly lauds. For example, can the lists of texts be widened to include more options (e.g. more female poets of color)? Can text lists include more works from around the world that also consider the factors identified above (e.g. more novels that are not prohibitively long)? How important is it for the detailed study and the genre study parts of the syllabus to be originally written in English? Is there room in the latter, for example, for more works in translation? To what degree can the assessments (that are very important in teachers' decisions) more explicitly measure/value international-mindedness ideals?

Limitations

This study, like all, has its limitations. The analyzed taught text lists came from the 2012 examination cycle, so may not fully represent current practices. While efforts were made to understand each author's background with sensitivity, author demographics were based on online biographies and autobiographies. No authors were directly contacted as part of this study. It seems important to recognize that, if given the opportunity to self-identify cultural influences, an author might describe where they "were from" differently. While random sampling approaches in this portion of the study help boost the study's generalizability, a sample of 100 syllabi may not represent all American classrooms. Nonetheless, the patterns that emerged from the text analysis portion of the study show some tendencies that compel attention from those who desire actualization of the DP's international-mindedness aims. If current text selection practices are

anywhere close to as North American/European-centric as this study suggests, there is room to improve practice. Likewise, the heavily male and white authorship could be further diversified.

There are also limitations to the qualitative portion of this study. Qualitative research, by its very nature, deeply explores specifics rather than establish norms. As such, the experiences of the 20 teachers in the sample are not intended to represent all teachers' experiences. Yet they still highlight the range of specific factors that many educators have to balance. This portion of the study identifies factors that could more systematically studied through future efforts.

Additionally, it seems important to reiterate that there are ways to cultivate ideals, (e.g. the desired outcomes of knowledge, care, compassion, intercultural understanding, respect for other views) through the teaching of canonical/traditional works (Dyches & Sams, 2018). Conversely, it is possible for teachers to teach texts authored by female authors, Authors of Color, or authors from underrepresented regions without actually fostering these sorts of ideals (Berchini, 2016). Demographic patterns can reveal gaps in authorial influence in American classroom, however, author demographics alone do not reflect diversity of thought. This study shows patterns of the texts taught but does not systematically trace the ways these texts are framed or analyzed by individual teachers.

Conclusion

In sum, this study suggests that U.S.-based DP Lit. students are somewhat limited in their exposure to global views. For example, they read very few African or Asian authors' works. Instead, most of the texts that students read in DP Lit. classes are written by white, male authors from Northern Europe or North America. Considering the influence of texts on students alluded to in earlier sections, these patterns are concerning. There is still considerable room to diversify

curriculum with the ultimate DP aims of fostering students' knowledge, care, compassion, intercultural understanding, open-mindedness, and respect for others' perspectives.

The qualitative portion of this study illustrated factors that influence teachers' curricular choices including logistical concerns, teacher interests, student interests, desires to expand students' worldviews, pressures to teach traditional/ "good" literature, formal assessments, and other curricular expectations. Future supports for teachers' efforts to diversify curriculum should consider these factors. Similarly, future supports should address the four most commonly cited challenges: a lack of familiarity with authors/texts, the time/energy required to develop curricular supports for lesser-taught texts, challenges navigating formal curricular guidelines, and gaps in their cultural knowledge. The IB could offer more logistical support for teachers both as they select new texts and as they develop curriculum. Furthermore, findings of this study can inform future iterations of the DP Literature guidelines. It seems clear that teachers need more support in order to diversify the texts they ultimately select to teach.

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Appendices

Appendix A: Texts by Language of Original Publication

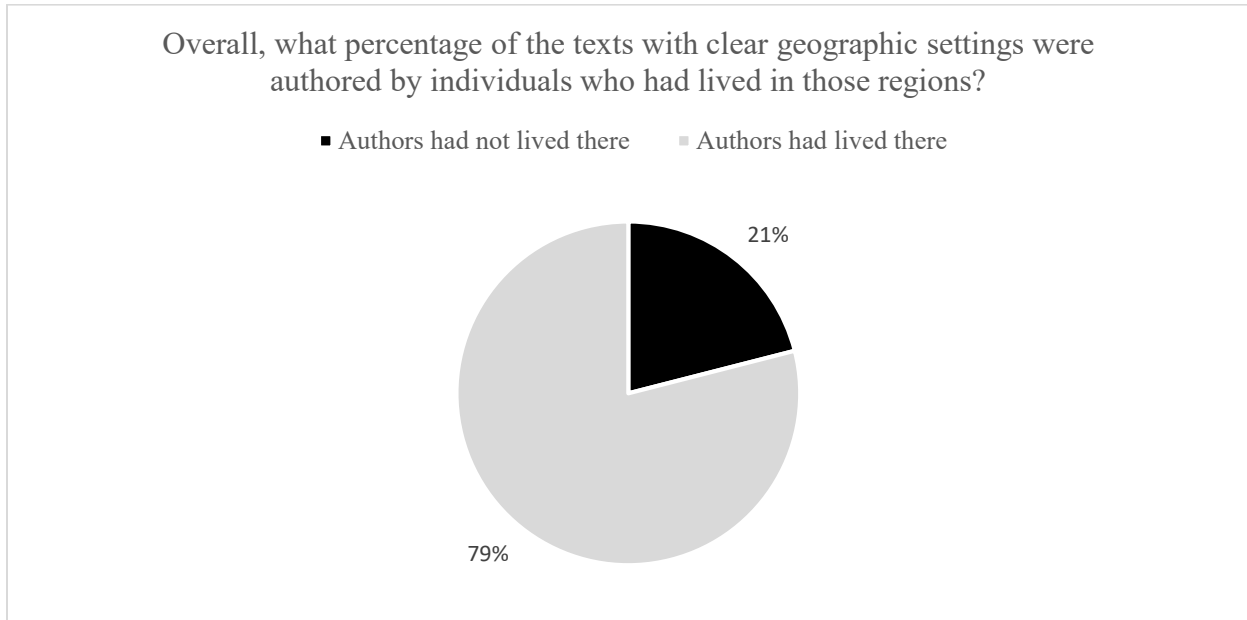
Language of Original Text Publication	% of Texts Taught (n=1,641)	% of Discrete Titles (n=405)
English (including Middle, Hiberno, and Old English)	69.3%	70.3%
Spanish	8.2%	4.3%
French	5.9%	5.1%
German	3.2%	2.4%
Russian	2.9%	2.7%
Danish	2.7%	1.1%
Greek/Ancient Greek	2.7%	2.2%
Japanese	1.4%	3.2%
Italian	0.6%	1.6%
Egyptian	0.4%	0.5%
Dutch	0.2%	0.3%
Persian	0.2%	1.1%
Portuguese	0.2%	0.8%
Swedish	0.2%	0.5%
Vietnamese	0.2%	0.3%
Other	1.5%	3.5%

Appendix B: Setting of Texts

Region	Total # of Texts Set in Region	% Taught Texts Set in Region (n=1,641)	% of Texts With Geographic Settings Set in this Region (n=1,275)*
North America	399	24.3%	31.3%
Northern Europe	294	17.9%	23.1%
Southern Europe	123	7.5%	9.6%
South America	93	5.7%	7.3%
Eastern Europe	87	5.3%	6.8%
West Europe	60	3.7%	4.7%
North Africa	51	3.1%	4.0%
Southern Asia	46	2.8%	3.6%
West Africa	37	2.3%	2.9%
Central America	30	1.8%	2.4%
Middle Africa	29	1.8%	2.3%
East Asia	24	1.5%	1.9%
Southern Africa	23	1.4%	1.8%
West Asia	23	1.4%	1.8%
Caribbean	12	0.7%	0.9%
Europe (broadly)	6	0.4%	0.5%
Africa (broadly)	4	0.2%	0.3%
East Africa	1	0.1%	0.1%
Oceania	1	0.1%	0.1%
No clear geographic setting	366	22.3%	NA

*Note that 67 of these 1,275 texts were set in multiple regions

Appendix C: Authors' Exposure to Geographic Regions They Set Their Texts In



Percentage of Texts Set in Each Region Authored by Individuals That Had Lived There

Region	% of Texts Set in This Region: Author Had Lived There	% of Texts Set in This Region: Author Had Not Lived There
North America	100.0%	0.0%
Northern Europe	57.8%	42.2%
Southern Europe	58.5%	41.5%
South America	95.7%	4.3%
Eastern Europe	90.8%	9.2%
West Europe	76.7%	23.3%
North Africa	96.1%	3.9%
Southern Asia	58.7%	41.3%
West Africa	97.3%	2.7%
Central America	100.0%	0.0%
Middle Africa	0.0%	100.0%
East Asia	100.0%	0.0%
Southern Africa	95.7%	4.3%
West Asia	4.3%	95.7%
Caribbean	66.7%	33.3%
Europe (broadly)	83.3%	16.7%
Africa (broadly)	50.0%	50.0%
East Africa	100.0%	0.0%
Oceania	100.0%	0.0%

Appendix D: Qualitative Codebook

Code	Description of code
1 Contextual elements	[things that contextualize curricular choices]
1a. district or state	[structures at district/state level that influence practices]
1b. own identity	[identities, demographics, philosophy of teaching, etc.]
1c. parental culture	[parental involvement/expectations]
1d. school culture	[policies, approaches, and/or faculty influences]
1e. student culture	[student demographics, interests, etc.]
1f. US context	[allusions to politics, current events, broader civic aims]
2 Teachers' preparation	[(in)formal preparation to teach diverse texts]
2a. intercultural awareness	[own awareness; preparation to teach about culture]
2a1. academic	[learned through school or formal training]
2a2. interactions	[direct contact with diverse groups]
2a3. researched	[intentional exploration of other cultures or culturally appropriate instruction]
2b. ongoing learning	[(in)formal professional development related to curriculum]
2b1. examiner role	[learning from examiner experiences]
2b2. formal PD	[any non-IB-specific formal training]
2b3. IB training	[IB-specific training; DP Lit or other]
2b4. learning by doing	[allusions to growth from experience; trial and error]
2b5. other teachers	[learning from colleagues/peers, including outside school]
2c. Prior reading experiences	[familiarity or lack thereof with diverse texts]
2c1. as adults	[personal reading habits]
2c2. childhood	[allusions to things read growing up, youth experiences]
2c3. course dev.	[reading specifically done to revise the course]
2c4. post-secondary	[post-secondary experiences; including teacher training]
4 Teaching/design factors	[factors that influence texts chosen or teaching approaches]
4a. assessments	[formal assessments; IB or other]
4b. budgetary considerations	[any money-related factors]
4c. college preparation	[post-secondary preparation, not just university]
4d. difficulty/ease to prep	[allusions to the effort involved in preparing]
4e. diversity	[explicit aims related to bringing in diverse perspectives]
4f. length of text	[length of the texts themselves]
4g. own interests	[the teacher's preferences, values, and comfort]
4h. program/state standards	[formal standards/learning outcomes teachers must address]
4i. pre-existing pieces	[syllabi or other resources that already existed for course]
4j. quality literature	["good literature," "must reads," "challenging texts"]
4k. see self	[students' experiences represented in curriculum]
4l. student interest	[students' affinity for certain texts, styles, themes]
4m. student character	[character/personal development of students]
4n. student mental health	[to support student mental health needs]
4o. suggested text	[text recommended by someone else]
4p. thematic links	[intentional pairing of texts, interdisciplinary aims]

4q. time considerations

[logistical and time considerations]

4r. usual

[safe texts, norms, includes references to overdone texts]

Appendix E: Breakdown of Authors' Gender by Region of Birth

Region	# of Taught Texts Written by Authors Born in This Region	Percentage of Texts Within the Region Authored by Males	Percentage of Texts Within the Region Authored by Females
North America	589	37.5%	62.5%
Northern Europe	444	9.2%	90.8%
Eastern Europe	128	1.6%	98.4%
South America	96	28.1%	71.9%
Southern Europe	68	0.0%	100.0%
Western Europe	57	1.8%	98.2%
North Africa	50	12.0%	88.0%
South Asia	48	12.5%	87.5%
West Africa	41	9.8%	90.2%
Central America	31	45.2%	54.8%
East Asia	29	13.8%	86.2%
South Africa	23	21.7%	78.3%
Caribbean	15	46.7%	53.3%
Southeast Asia	6	50.0%	50.0%
Western Asia	3	33.3%	66.7%
East Africa	1	100.0%	0.0%
Oceania	1	0.0%	100.0%