

# JMC 115 (95466): Diversity & Civility at Cronkite

## Introduction

### Discussion Board #1 - Introduction (User Manual)

Make a copy of this document, then fill it out and discuss one of your answers on the discussion board.

**LINKED DOCUMENT:**  
(YOUR NAME HERE) USER MANUAL

These tell your colleagues and directors a little bit about you and are designed not only to help you work well with individuals or groups but help them know how to best work with you. The point is to avoid misunderstandings and build teamwork. It's up to you whether you write a full sentence or a couple of words for each area.

**INSTRUCTIONS:** Once you've made a copy of this user manual template for your own use, fill out your own copy for your own, personal use. Then, in the discussion board, type an insight about yourself from your own user manual – one you are willing to share – into the *responses box* on the discussion group OR respond to another student's posted thought. Write no more than 100 words. Please keep your posts civil, thoughtful and caring. Share what you want others to know about you.

I. My style

○

II. What I value

○

III. What I don't have patience for

○

IV. How to best communicate with me

○

V. How to help me

- 

VI. What people misunderstand about me

-

# Race & Ethnicity

## MODULE LEARNING OBJECTIVES:

- *Learn what microaggressions are and why they matter*
- *Learn a basic understanding of implicit bias*
- *Gain some understanding of the diversity within major racial and ethnic demographic groups*

**BEFORE CLASS, WATCH:** [“Racism is a Social Construct,”](#) clips of Nobel Prize winner Toni Morrison

**BEFORE CLASS, READ:** [The History of the Idea of Race.](#), Encyclopedia Britannica OR [When Diversity isn't the Right Kind of Diversity.](#)

## Discussion Board #2 - Race & Ethnicity

[Here's a PDF of.](#) typical microaggressions. After watching the videos and engaging in group discussions, what did you discover about the ways you see others?

# Geography & Income

## MODULE LEARNING OBJECTIVES:

- *Learn the rise in income inequality*
- *Gain awareness of the types of homelessness -- that can happen to any of us*
- *Learn to avoid stereotyping based on acquisition*

**BEFORE CLASS, WATCH:** [How belonging will end homelessness.](#) 14 minutes TEDx.

**BEFORE CLASS, READ:** [Covering Rural America: What Reporters Get Wrong and How to Get It. Right.](#)

## Discussion Board #3 - Geography and Income

See how income inequality is on the rise in Arizona according to these [charts](#). Take one population in these charts and discuss.

# Language & Citizenship

## LEARNING OBJECTIVES

- Learn about different languages and their daily influences
- Learn the effect of language on behavior
- Learn how to interact with and understand people of different citizenship

## LEARNING MATERIALS

Read before class: [Hispanic and Latino Voices: Exploring Ethnicity, Culture and Identity.](#)

[A Brief History of Native American Languages in the US.](#)

Watch before class: PBS [Citizenship & Language.](#)

## Discussion Board #4 - Language & Citizenship

How might one's language and citizenship, as much as other social factors such as gender, class, ethnicity, sexuality, influence

1. Your heritage?
2. Your skills?
3. Your access to resources?

# Sexuality and Gender Identity

## LEARNING OBJECTIVES

- Understand the difference between sexuality and gender identity and why it matters.
- Recognize privileges related to sexuality and gender identity.
- Know how to ask for and why to use a person's pronouns and the benefits of gender-neutral language.

## LEARNING MATERIALS

Read before class:

- A Guide To Gender Identity Terms from NPR: <https://www.npr.org/2021/06/02/996319297/gender-identity-pronouns-expression-guide-lgbtq>.
- WHO: Gender and health (Overview tab): [https://www.who.int/health-topics/gender#tab=tab\\_1](https://www.who.int/health-topics/gender#tab=tab_1).

## Discussion Board #5 - Sexuality and Gender Identity

First, listen to this NPR interview with Demi

Lovato: <https://www.npr.org/2022/08/19/1118279665/demi-lovato-on-taking-the-power-back-through-a-heavy-new-album-holy-f>.

After listening to this interview, imagine you're working at a PR firm and you have a client whose first album is about to drop. Your client's gender identity is nonbinary and they use they/them pronouns. They have a massive press tour planned.

How do you prepare journalists to talk with your client?

# (Dis)ability

## LEARNING OBJECTIVES

- Learn how to write for and about people with disabilities
- Develop a deeper understanding of visible and non-visible disabilities
- Learn about ableism and ablistic micro-aggressions

## LEARNING MATERIALS

Read before class: [Journalists should learn to carefully traverse a variety of disability terminology.](#)

Listen before class: [Podcast: Non-visible disabilities and the media](https://www.leonardcheshire.org/our-impact/stories)[https://www.leonardcheshire.org › our-impact › stories.](https://www.leonardcheshire.org/our-impact/stories)

## Discussion Board #6 - (Dis)ability

Choose one disability that may not be visibly obvious that you'd like to learn more about. Research the condition and write a short response summarizing the disability.

# Differences and Conflict

## LEARNING OBJECTIVES

- Understand the concept of allyship.
- Learn strategies for understanding and representing difference.
- Recognize different strategies for managing conflict.

## LEARNING MATERIALS

Read before class:

- On Making Black Lives Matter: <https://www.marieclaire.com/culture/a21423/roxane-gay-philando-castile-alton-sterling>.
- How to Write Across Difference: <https://lithub.com/how-to-write-across-difference/>.

## Discussion Board #7 - Differences and Conflict

Read through The Seattle Times' "Guidelines for Inclusive Journalism," which is available here: <http://st.news/inclusivejournalism>.

Identify an idea in this document that struck you. Why did it resonate with you?



# JMC 115 (95467): Diversity & Civility at Cronkite

# JMC 115 (96110): Diversity & Civility at Cronkite

## Introduction

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Make a copy of this document, then fill it out. DO NOT SHARE YOUR USUAL MANUAL. It's for your personal use ONLY.

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The homework assignment for the discussion board for this week is this:

**Type an insight about yourself from your User Manual – one you are willing to share – into the *responses box* on the discussion group.** Write no more than 100 words. Please keep your posts civil, thoughtful and caring. Share what you want others to know about you. **Additionally, feel free to respond to another student's posted thought.**

Here's an example of how to use the Discussion Board (no more than 10 people are in a discussion group.) One student writes that they value people who are calm and help others. Another student can respond directly to that post about their own sharing , another student's post or post separately on something from their own user manual.

#### **LINKED DOCUMENT:**

(YOUR NAME HERE) USER MANUAL

These tell your colleagues and directors a little bit about you and are designed not only to help you work well with individuals or groups but help them know how to best work with you. The point is to avoid misunderstandings and build teamwork. It's up to you whether you write a full sentence or a couple of words for each area.

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# Extra Credit

As a final extra credit opportunity, you may submit one write-up of any of the following events [here](#). The extra credit will be worth 50 points, in total.

## **Navigating Identity Issues in the Workplace**

Applying for jobs or starting a new professional role can be stressful, especially if you're a person of color, LGBTQ or disabled. Professionals who have been there will share their experiences.

**Wednesday, Nov. 16, 11:30 a.m. - 1 p.m.**

Cronkite School, First Amendment Forum, second floor, 555 N Central Ave., Phoenix, AZ 85004

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## **"How do you get from Cronkite to the New York Times?"**

A team from the New York Times is coming to the Cronkite School next week to tell students about all things NYT

**Thursday, Nov. 17, 4 - 6 p.m.**

Cronkite's First Amendment Forum or Livestream

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## **Cronkite Writing Workshop: "Getting Unstuck"**

In this workshop, Cronkite Professor of Practice Fernanda Santos, a contributing columnist for The Washington Post, will walk you through the process of defining the structure for your story and share

**Monday, Nov. 21, 3 - 5 p.m.**

Cronkite School, Room 314

For more information, please check out <https://cronkite.asu.edu/cronkite-events/>

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### ***Grading criteria:***

Students need to accurately identify the event, date and time, location and participants involved with full names and titles (3). Students need to demonstrate clear evidence of attendance by providing a general description of the crowd as well as a distinct quote or specific anecdote from the event (3). Students need to either relate information from the event to concepts discussed in class/readings or discuss the impact or influence of the event on their future time at Cronkite or as a communications professional (2).

Finally, students need to show a professional and polished writing style, to include a minimum of 300 words with proper spelling and grammar (2). (10 points total)

**IMPORTANT:** Keep in mind the school's Academic Integrity Policy. Students who misrepresent their attendance at an event or submit someone else's work will be subject to expulsion from the school.

# JMC 115 (95468): Diversity & Civility at Cronkite

# JMC 115 (34105): Diversity & Civility at Cronkite

## Academic Integrity and the Cronkite School

### What is Academic Integrity?

No matter what stage of your educational or professional career pursuits, acting with integrity is a cornerstone of leadership and good citizenship. Integrity is a character-driven commitment to honesty, doing what is right, and guiding others to do what is right. Arizona State University students and faculty are expected to act with integrity in their educational pursuits.

Academic dishonesty falls into five broad areas that include but are not limited to:

1. Cheating on an academic evaluation or assignment.
2. Plagiarizing.
3. Academic deceit, such as fabricating data or information.
4. Aiding academic integrity policy violations and inappropriately collaborating.
5. Falsifying academic records.

It is important that you understand what constitutes a violation of academic integrity. The ASU community is here to help you stay informed and to provide resources to avoid these kinds of violations. Mostly importantly, if you are not sure if something is really cheating, ask your professors, academic integrity officers, T.A.s or academic advisors.

<https://youtu.be/wV9MccsR0rM>

[ASU Student Honor Code.](#)

## Cronkite's Commitment to Academic Integrity

Academic dishonesty in any form will not be tolerated in the Walter Cronkite School of Journalism and Mass Communication. The crux of our democracy is the ability of citizens to obtain honest, truthful and balanced information, and the credibility and integrity of the individual journalist and communications professional are crucial in that effort.

In light of the Cronkite School's mission to prepare students to become journalists and communication professionals, it is critical that credibility and integrity are fostered within the educational environment of the school.

The school has zero tolerance for academic dishonesty; academic integrity is enforced within every course and educational activity offered or sanctioned by the school. Any allegation of academic dishonesty will be referred to an appointed Academic Integrity Officer for investigation, with cases elevated to the school's Standards Committee for review and recommendation to the dean of the school. If any student is found to have engaged in academic dishonesty in any form – including but not limited to cheating, plagiarizing and fabricating ([see examples here](#)) – that student shall receive a grade of XE for the class and may face suspension or expulsion from ASU.

At the beginning of every Cronkite class, every student must digitally sign their agreement to uphold [Cronkite's Commitment to Academic Integrity](#), as well as the [ASU Academic Integrity Policy](#) and the [Student Honor Code](#). This agreement indicates that each student has read and understood the terms of academic integrity violations and all potential sanctions. Full information on [Academic Integrity policies and procedures](#) can be found on the ASU Provost's site.

Per ASU's policy, anyone with a good faith basis for believing that a student has engaged in academic dishonesty may report the alleged violation. In any case, the alleged violation should be brought to the attention of the faculty member or instructor who oversees the academic evaluation in question. [Use this link to report an alleged violation](#). to an Academic Integrity Officer.

## Quiz: Cronkite Academic Integrity Agreement

*Updated Fall 2021*

You must read, acknowledge, agree to and sign the Cronkite Academic Integrity Agreement before participating in this course.

Please continue with the following five sections, indicating your agreement at the bottom of each section, to fulfill this requirement.

Consider giving yourself enough time to read links and examples to ensure your understanding of Academic Integrity at the Cronkite School and Arizona State University.

Thank you for your attention and your commitment.

### **Question 1: Academic Integrity at Cronkite**

I, as a Cronkite student, am bound to ASU's Student Honor Code, ASU's Academic Integrity Policy and Cronkite's Commitment to Academic Integrity.

I understand that committing an act of academic dishonesty will result in a full investigation by a Cronkite Academic Integrity Officer and a possible hearing before the Cronkite Academic Standards Committee.

Final sanctions for violations may include a grade of XE with a permanent transcript notation for Academic Dishonesty, withdrawal of credit for coursework, and **suspension or expulsion from Arizona State University**.

- I understand and agree.

### **Question 2: ASU's Student Honor Code**

The ASU student honor code affirms the commitment of ASU students to uphold the values, principles, and ethics of academic integrity.

#### Honor Code

"We, the students of Arizona State University, adopt this code as an affirmation of our commitment to academic integrity and our participation in ethical education.

We embrace our duty to uphold ASU's Honor Code, and in light of that duty,

We promise to refrain from academic dishonesty.

We pledge to act with integrity and honesty and to promote these values among our peers. We agree to always abide by the [Sun Devil Way](#) and uphold the values of the [New American University](#)."

- I understand and acknowledge.

### **Question 3: ASU Student Academic Integrity Policy**

I have read the [ASU Student Academic Integrity Policy](#) and certify that all assignments submitted in this course (including papers, presentations, discussion board posts, quizzes, tests, exams, and laboratory work) will be my own original work and that any words, ideas, or data from other people that I include in my work will be properly attributed to their sources. I understand that I am not allowed to resubmit assignments previously submitted for a grade in another course or in a different section of this course. I understand my written work may be submitted for analysis by anti-plagiarism software and may be archived to prevent future academic policy violations.

The ASU Student Academic Integrity Policy states:

Each student must act with honesty and integrity, and must respect the rights of others in carrying out all academic assignments. A student may be found to have engaged in academic dishonesty if, in connection with any Academic Evaluation or academic or research assignment (including a paid research position), he or she:

1. Engages in any form of academic deceit;
2. Refers to materials or sources or uses devices (e.g., computer disks, audio recorders, camera phones, text messages, crib sheets, calculators, solution manuals, materials from previous classes, or commercial research services) not authorized by the instructor for use during the Academic Evaluation or assignment;
3. Possesses, reviews, buys, sells, obtains, or uses, without appropriate authorization, any materials intended to be used for an Academic Evaluation or assignment in advance of its administration;
4. Acts as a substitute for another person in any Academic Evaluation or assignment;
5. Uses a substitute in any Academic Evaluation or assignment;
6. Depends on the aid of others, including other students or tutors, in connection with any Academic Evaluation or assignment to the extent that the work is not representative of the student's abilities;
7. Provides inappropriate aid to another person in connection with any Academic Evaluation or assignment, including the unauthorized use of camera phones, text messages, photocopies, notes or other means to copy or photograph materials used or intended for Academic Evaluation;
8. Engages in Plagiarism;
9. Uses materials from the Internet or any other source without full and appropriate attribution;
10. Permits his or her work to be submitted by another person in connection with any Academic Evaluation or assignment, without authorization;
11. Claims credit for or submits work done by another;
12. Signs an attendance sheet for another student, allows another student to sign on the student's behalf, or otherwise participates in gaining credit for attendance for oneself or another without actually attending;
13. Falsifying or misrepresenting hours or activities in relationship to an internship, externship, field experience, clinical activity or similar activity; or
14. Attempts to influence or change any Academic Evaluation, assignment or academic record for reasons having no relevance to academic achievement.

As described in the policy, the possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal.

- I understand and acknowledge.

#### **Question 4: Cronkite's Commitment to Academic Integrity**

Academic dishonesty in any form will not be tolerated in the Walter Cronkite School of Journalism and Mass Communication. The crux of our democracy is the ability of

citizens to obtain honest, truthful and balanced information, and the credibility and integrity of the individual journalist and communications professional are crucial in that effort.

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Group of answer choices

- I understand and acknowledge.

### **Question 5**

I have read, understand, acknowledge and agree to the ASU Honor Code, the ASU Student Academic Integrity Policy and Cronkite's Commitment to Academic Integrity.

***Type your name below as an electronic signature for this class.***

# Resources to Avoid Academic Dishonesty

Part of the learning process as a college student is to work your way through challenging times in an honest and ethical manner. Spending time prioritizing your assignments and engaging in good time management practices is ideal. However, you may still experience times where you feel overwhelmed by multiple deadlines and projects.

There are resources to support you:

- Communicate and/or meet with your instructor.
- Schedule an appointment to talk to your advisor.
- Meet with the [Academic Integrity Officer](#) in your college/school.
- Utilize your college/school tutoring resources.
- Utilize the ASU [resources](#) offered from the Dean of students' office.
- Contact the [ASU First Year Success Center](#).
- Contact the [International Students and Scholars Center](#).

***Remember, it is better to do poorly on an assignment or even fail an examination than it would be to commit an academic integrity violation.*** The skills you develop working through challenging situations, enhances your resiliency and makes you an even more effective college graduate.



# Class 1: Welcome

## LEARNING OBJECTIVE:

- *Develop an understanding of social identity, privilege and implicit bias.*

## Discussion Board: Implicit bias exploration

Conduct an internet search of the phrase “implicit bias.” Read through a few pages until something strikes you. Write a few sentences about what struck you about the information and post a link to the webpage.

## Assignment

BEFORE NEXT CLASS, WATCH: The Origin of Race in the USA:

<https://www.youtube.com/watch?v=CVxAlmAPHec>

# Class 2: Race and Ethnicity

## LEARNING OBJECTIVES:

- *Recognize the social construction of race and ethnicity.*
- *Acknowledge diversity within major racial and ethnic demographic groups.*
- *Learn what microaggressions are and why they matter.*

## Discussion Board: Ways to define race and ethnicity

Read this article from NPR: <https://www.npr.org/2022/02/17/1079181478/us-census-middle-eastern-white-north-african-mena>.

Pick one word that explains your reaction to this report and then describe why you felt that way in a few sentences.

## Assignment

BEFORE NEXT CLASS, READ: Covering rural America: What reporters get wrong and how to get it right: <https://journalistsresource.org/politics-and-government/rural-america-reporting-tipsheet-sarah-smarsh/>

# Class 3: Geography and Income

## MODULE LEARNING OBJECTIVES:

- *Learn about income inequality.*
- *Gain awareness of the types of homelessness and recognize how it happens.*
- *Recognize media bias related to geography.*

OPTIONAL READING: Exploring Wealth Inequality: <https://www.cato.org/policy-analysis/exploring-wealth-inequality>

## Discussion Board: Myths about the rural-urban divide

Read this: <https://www.brookings.edu/blog/the-avenue/2020/12/08/the-rural-urban-divide-further-myths-about-race-and-poverty-concealing-effective-policy-solutions/>.

Then, what's a "myth" or common misconception about a place you've called home?

## Assignment

BEFORE NEXT CLASS, WATCH: Citizenship and Language:  
<https://az.pbslearningmedia.org/resource/3811f04d-1055-4065-8184-915d86e07c9a/3811f04d-1055-4065-8184-915d86e07c9a/?student=true&focus=true>

# Class 4: Language and Citizenship

## LEARNING OBJECTIVES

- *Recognize there is no language hierarchy*
- *Understand the history of citizenship*
- *Recognize privileges associated with citizenship in the U.S*

## Discussion Board: How language shapes the way we think

Watch this video or read the transcript: <https://irl.umsl.edu/oer/13/>.

Close the browser window and wait 30 seconds.

Now, in your discussion post, write down one thing you remember from the video and say why you think you remember it.

## Assignment

BEFORE NEXT CLASS, READ: A Guide to Gender Identity Terms:

<https://www.npr.org/2021/06/02/996319297/gender-identity-pronouns-expression-guide-lgbtq>

BEFORE NEXT CLASS, READ: WHO: Gender and health (Overview tab):

[https://www.who.int/health-topics/gender#tab=tab\\_1](https://www.who.int/health-topics/gender#tab=tab_1)

# Class 5: Sexuality and Gender Identity

## LEARNING OBJECTIVES

- *Understand the difference between sexuality and gender identity and why it matters.*
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- *Know how to ask for and why to use a person's pronouns and the benefits of gender-neutral language.*

## Discussion Board: Pronouns and people

Listen to this NPR interview with Demi Lovato:

<https://www.npr.org/2022/08/19/1118279665/demi-lovato-on-taking-the-power-back-through-a-heavy-new-album-holy-f>. After listening to this interview, imagine you're working at a PR firm, and you have a client whose first album is about to drop. Your client's gender identity is nonbinary, and they use they/them pronouns. They have a massive press tour planned. How do you prepare journalists to talk with your client?

## Assignment

BEFORE NEXT CLASS, READ: Journalists should learn to carefully traverse a variety of disability terminology in a new window: <https://ncdj.org/2016/01/journalists-should-learn-to-carefully-traverse-a-variety-of-disability-terminology/>

OPEN: Examples of Hetrosexual Privileges:

<https://docs.google.com/document/d/12mMuciDu3aOYmNeTr54IJTuAMkFAeujb/edit>

OPEN: Examples of Male Privileges:

<https://www.itspronouncedmetrosexual.com/2012/11/30-examples-of-male-privilege/>

OPEN: Examples of Cisgender Privileges:

<https://www.itspronouncedmetrosexual.com/2011/11/list-of-cisgender-privileges/>

# Class 6: Disability

## LEARNING OBJECTIVES

- *Identify resources for writing about disabilities*
- *Develop a deeper understanding of visible and non-visible disabilities*
- *Recognize the concept of ableism*

## Discussion Board: Covering Disability issues

Read through this: <https://www.spj.org/dtb5.asp>Links to an external site.

Record on the discussion board TWO pieces of advice from this reading that you will remember and say why they are important.

## Assignment

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<https://www.marieclaire.com/culture/a21423/roxane-gay-philando-castile-alton-sterling/>

BEFORE NEXT CLASS, READ: How to Write Across Difference: <https://lithub.com/how-to-write-across-difference/>

OPEN: NCDJ Terminology Quiz: <https://ncdj.org/resources/educators/terminology-quiz/>

# Class 7: Differences and Conflict

## LEARNING OBJECTIVES

- *Understand the concept of allyship.*
- *Learn strategies for understanding and representing difference.*
- *Recognize different strategies for managing conflict.*

## Discussion Board: Guidelines for Inclusive Journalism

Read through The Seattle Times' "Guidelines for Inclusive Journalism," which is available here: <http://st.news/inclusivejournalism>. Identify an idea in this document that struck you. Why did it resonate with you?

# JMC 115 (95466): Diversity & Civility at Cronkite

## Introduction

### Discussion Board #1 - Introduction (User Manual)

Make a copy of this document, then fill it out. DO NOT SHARE YOUR USUAL MANUAL. It's for your personal use ONLY.

The homework assignment for the discussion board this week is this:

**Type an insight about yourself from your User Manual – one you are willing to share – into the *responses box* on the discussion group OR respond to another student's posted thought.** Write no more than 100 words. Please keep your posts civil, thoughtful and caring. Share what you want others to know about you.

Here's an example of how to use the Discussion Board (no more than 10 people are in a discussion group.) One student writes that they value people who are calm and help others. Another student can respond directly to that post, another student's post or post separately on something from their own user manual.

**LINKED DOCUMENT:**  
(YOUR NAME HERE) USER MANUAL

These tell your colleagues and directors a little bit about you and are designed not only to help you work well with individuals or groups but help them know how to best work with you. The point is to avoid misunderstandings and build teamwork. It's up to you whether you write a full sentence or a couple of words for each area.

**INSTRUCTIONS:** Once you've made a copy of this user manual template for your own use, fill out your own copy for your own, personal use. Then, in the discussion board, type an insight about yourself from your own user manual – one you are willing to share – into the *responses box* on the discussion group OR respond to another student's posted thought. Write no more than 100 words. Please keep your posts civil, thoughtful and caring. Share what you want others to know about you.

I. My style

o



II. What I value

○

III. What I don't have patience for

○

IV. How to best communicate with me

○

V. How to help me

○

VI. What people misunderstand about me

○

# Race & Ethnicity

## MODULE LEARNING OBJECTIVES:

- *Learn what microaggressions are and why they matter*
- *Learn a basic understanding of implicit bias*
- *Gain some understanding of the diversity within major racial and ethnic demographic groups*

**BEFORE CLASS, WATCH:** [“Racism is a Social Construct,”](#) clips of Nobel Prize winner Toni Morrison

**BEFORE CLASS, READ:** [The History of the Idea of Race.](#), Encyclopedia Britannica OR [When Diversity isn't the Right Kind of Diversity.](#)

## Discussion Board #2 - Race & Ethnicity

[Here's a PDF of.](#) typical microaggressions. After watching the videos and engaging in group discussions, what did you discover about the ways you see others?

And [here's a link.](#) to today's presentation, with also has the video of the TEDx talk on microaggressions.

# Geography & Income

## MODULE LEARNING OBJECTIVES:

- *Learn the rise in income inequality*
- *Gain awareness of the types of homelessness -- that can happen to any of us*
- *Learn to avoid stereotyping based on acquisition*

**BEFORE CLASS, WATCH:** [How belonging will end homelessness.](#) 14 minutes TEDx.

**BEFORE CLASS, READ:** [Covering Rural America: What Reporters Get Wrong and How to Get It. Right.](#)

## Discussion Board #3 - Geography and Income

See how income inequality is on the rise in Arizona according to these [charts](#). Take one population in these charts and discuss.

# Language & Citizenship

## LEARNING OBJECTIVES

- Learn about different languages and their daily influences
- Learn the effect of language on behavior
- Learn how to interact with and understand people of different citizenship

## LEARNING MATERIALS

Read before class: [Hispanic and Latino Voices: Exploring Ethnicity, Culture and Identity.](#)

[A Brief History of Native American Languages in the US.](#)

Watch before class: PBS [Citizenship & Language.](#)

## Discussion Board #4 - Language & Citizenship

How might one's language and citizenship, as much as other social factors such as gender, class, ethnicity, sexuality, influence

1. Your heritage?
2. Your skills?
3. Your access to resources?

# Sexuality and Gender Identity

## LEARNING OBJECTIVES

- Understand the difference between sexuality and gender identity and why it matters.
- Recognize privileges related to sexuality and gender identity.
- Know how to ask for and why to use a person's pronouns and the benefits of gender-neutral language.

## LEARNING MATERIALS

Read before class:

- A Guide To Gender Identity Terms from NPR: <https://www.npr.org/2021/06/02/996319297/gender-identity-pronouns-expression-guide-lgbtq>.
- WHO: Gender and health (Overview tab): [https://www.who.int/health-topics/gender#tab=tab\\_1](https://www.who.int/health-topics/gender#tab=tab_1).

## Discussion Board #5 - Sexuality and Gender Identity

First, listen to this NPR interview with Demi

Lovato: <https://www.npr.org/2022/08/19/1118279665/demi-lovato-on-taking-the-power-back-through-a-heavy-new-album-holy-f>.

After listening to this interview, imagine you're working at a PR firm and you have a client whose first album is about to drop. Your client's gender identity is nonbinary and they use they/them pronouns. They have a massive press tour planned.

How do you prepare journalists to talk with your client?

# (Dis)ability

## LEARNING OBJECTIVES

- Learn how to write for and about people with disabilities
- Develop a deeper understanding of visible and non-visible disabilities
- Learn about ableism and ablistic micro-aggressions

## LEARNING MATERIALS

Read before class: [Journalists should learn to carefully traverse a variety of disability terminology.](#)

Listen before class: [Podcast: Non-visible disabilities and the media](https://www.leonardcheshire.org/our-impact/stories)[https://www.leonardcheshire.org › our-impact › stories.](https://www.leonardcheshire.org/our-impact/stories)

## Discussion Board #6 - (Dis)ability

Choose one disability that may not be visibly obvious that you'd like to learn more about. Research the condition and write a short response summarizing the disability.

# Differences and Conflict

## LEARNING OBJECTIVES

- Understand the concept of allyship.
- Learn strategies for understanding and representing difference.
- Recognize different strategies for managing conflict.

## LEARNING MATERIALS

Read before class:

- On Making Black Lives Matter: <https://www.marieclaire.com/culture/a21423/roxane-gay-philando-castile-alton-sterling>.
- How to Write Across Difference: <https://lithub.com/how-to-write-across-difference/>.

## Discussion Board #7 - Differences and Conflict

Read through The Seattle Times' "Guidelines for Inclusive Journalism," which is available here: <http://st.news/inclusivejournalism>.

Identify an idea in this document that struck you. Why did it resonate with you?