

**Public Interest Communications**  
**Fall 2020 Syllabus**  
**PUR4442 section 3E18 class 19743**  
**11:45 a.m.-1:40 p.m. Tuesday; 11:45 a.m.-12:35 p.m. Thursday**

**Instructor:** Angela Bradbery

**Reaching me:** Email me any time at [abradbery@jou.ufl.edu](mailto:abradbery@jou.ufl.edu) or call my cell, 202-669-6517. Please allow at least 24 hours for a response during the week and 48 hours on weekends and holidays.

**Course description and goals:** In this course, you will be introduced to the core concepts of public interest communications through the lens of the unrest of 2020. We'll focus on public interest communications in three areas: 1) health care disparities and the push for health care reform; 2) police brutality and the #BlackLivesMatter movement; and 3) the curtailment of voting rights, and the effort to ensure a safe 2020 election. By doing hands-on work, you'll learn the basics of being a public interest communicator, including how to identify and reach key audiences; how to develop effective, values-based messaging; how to choose the right messengers; the importance of storytelling; how to use powerful visuals for maximum impact; how to use social media to achieve communications goals; and how to develop a strategic communications plan.

During the first week of class, you will select one of the three areas on which to focus. You will follow the news in all three areas throughout the semester, but your weekly assignments will enable you to dig deeper into the communications around one area in particular. Please be prepared to present your findings weekly to your classmates.

This course is designed to help you learn how to use communications to effect positive social change in the world. You'll study the science behind effective communications tools and learn how to think critically about messages you encounter every day from nonprofit organizations, politicians and the media. Plus, you'll have ample opportunity to improve your writing.

**College of Journalism and Communications Objectives**

The Accrediting Council on Education in Journalism and Mass Communications requires that by graduation all students should be able to:

- understand and apply the principles and laws of freedom of speech and press for the U.S.;
- demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;

- understand concepts and apply theories in the use and presentation of images and information;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- think critically, creatively and independently;
- conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply basic numerical and statistical concepts;
- apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

### **Mutual pledge**

As your instructor, I pledge to open a window for you into the world of public interest communications and guide you in your journey of learning not only communications tools but also the critical thinking necessary to be a successful public interest communicator. I will show you how you can effect positive social change with public interest communications and the career opportunities available in the field.

In turn, you must do the work necessary to help me teach you. That means keeping up with the area of focus you choose for the semester, completing the weekly writing assignments on time, being prepared each week to present your findings to the class, participating each week in class discussions, keeping up with assigned reading, and putting time and thought into your work.

### **Diversity statement**

Some of the topics we will cover in this class may be difficult and uncomfortable. While I expect rigorous discussion and even disagreement in the course of our class discussions, I ask that you engage in discussion with care and empathy for the other members in the classroom, recognizing that people come from diverse backgrounds and have an array of perspectives. My aim is for students from all backgrounds to find this course valuable and to view the diversity that students bring to the class as a resource and benefit. I aim to present materials that are respectful of diversity of ethnicity, race, culture, gender, sexuality, disability, age and socioeconomic status. However, I recognize the limitations of the materials and encourage suggestions for additional materials that offer diverse perspectives. Please let me know if you have any ideas as to how to make the course more effective for you and/or other students. If something was said in class (by anyone) that makes you uncomfortable, please talk to me about it. (Anonymous feedback is always an option). If any class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

## **Deadlines**

Public interest communications work is deadline-oriented. Deadlines must be met. If they are not, you will not receive credit for the assignment. The only exceptions will be for students with medical emergencies (you must have a doctor's note) or other genuine, documented emergencies. Please notify me as soon as possible if you have an emergency that will prevent you from completing an assignment.

If submission of your assignment is delayed because of technical issues with Canvas, please report the problem immediately, receive a ticket number from the UF Computing Help Desk and email it to me immediately. The ticket will document the time and date of your issue.

For technical issues related to Canvas, contact the UF Help Desk at <http://helpdesk.ufl.edu> or (352) 392-HELP (4357).

## **Format for writing assignments**

Please use AP style for all writing assignments. If you don't have the AP Stylebook, you can subscribe to it online (<https://www.apstylebook.com/> on-line/) or you can purchase a hard copy.

## **Course technology**

You will need reliable Internet access and a reliable computer with Microsoft Word (or other word processing software that can generate a .doc or .docx file), Adobe flash (for viewing video content) and Adobe PDF reader.

## **Class attendance**

Attendance is important, as class participation is a key part of your grade. To achieve full credit, you must be on time for class, participate in discussions and be attentive. If you miss class, it is your responsibility to catch up on what you missed and make up lost work.

## **Class-related notifications**

Please log into Canvas daily to check for class-related announcements. You may set up alerts to forward messages directly to your UF email address. To adjust your notification settings in Canvas, [follow these guidelines](#).

## **Grading**

Because communications involves brainstorming and collaborating with colleagues, the discussions that we will have in class will be key. For that reason, class participation will be a substantial part of the grade.

Likewise, the weekly writing assignments you prepare in advance of class will be critical to learning specific aspects of public interest communications, so they will be heavily weighted as well. Writing assignments will be graded on: 1) content/substance (how well did you meet the requirements of the assignment, how much detail did you use, how accurate were you); 2) writing quality (did you use clear transitions, was your thought flow

logical, did you explain terms on first reference, did you write clearly); 3) grammar, AP style and punctuation.

There will be occasional in-class quizzes on current events or the assigned readings.

Grading in the course will be calculated as follows:

- Class participation: 30%
- Weekly writing assignments: 40%
- Pop quizzes: 5%
- Final – part 1 (strategic communications plan) – 10%
- Final – part 2 (other material) – 15%

For more information, please see the university's [policy on grades and grading](#).

### **Students with special needs**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

### **Course professionalism**

Please be on time to class and keep your camera on throughout class. Please do not text, check email or social media unrelated to the class, browse unrelated websites or do other work during class. Please be collegial and respectful in your interactions with your fellow students, and welcome and treat with respect the diverse perspectives of others. Violators will be asked to leave the class.

### **Academic honesty**

UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Read the Honor Code here](#). You are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please ask me.

When referencing materials obtained from other sources, such as organizations' websites, you must attribute them.

In every assignment for this course, you must clearly attribute the source of your information, including information obtained from organizations' web sites or internal documents. You cannot copy anything word for word, regardless of the source, without putting quotes around it and attributing the source.

### **Course evaluation**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner.](#)

Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals or via [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/). [Summaries of course evaluation results are available to students here.](#)

## **CLASS SCHEDULE**

**Note: The class schedule and assignments may change based on news events and the availability of guest speakers. Please check Canvas frequently before each class for updates.**

### **Week 1 (Sept. 1-3): Welcome! What is public interest communications?**

An introduction to the class. We'll define public interest communications and discuss why it is so critical, particularly now. We'll go over what you'll learn this semester and review the three issue areas we will study throughout the class. You'll select one issue area on which to focus and one public interest organization to follow and analyze for the rest of the semester.

#### **Assignment for Sept. 2:**

Read "How It all began: February 14" and "Becoming a team." From the March for Our Lives Founders. (2018). *Glimmer of hope: How tragedy sparked a movement* Penguin Random House.

#### **Assignment for Sept. 3:**

- Read select pages of "The All New Don't Think of an Elephant" by George Lakoff. Specific page numbers will be posted in Canvas.
- Read Potter, W. (2020, Aug. 6). The health care scare: I sold Americans a lie about Canadian medicine. Now we're paying the price. *The Washington Post*.

<https://www.washingtonpost.com/outlook/2020/08/06/health-insurance-canada-lie/?arc404=true>

- Send me your first and second choices of areas of focus.

### **Week 2 (Sept. 8-10): Why achievable goals are key to effective public interest communications**

We'll explore the importance of having achievable and relatable goals in public interest campaigns, and how they can boost the effectiveness of your communications efforts. Students will identify and analyze the effectiveness of the goals sought by organizations working on the three issue areas.

***Writing assignment for Week 2:***

For the organization you chose, identify the organization's goals as they relate to the issue area on which you are focusing. Explain how the goals are communicated across different platforms.

***Reading assignment for Week 2:***

Christiano, A. and Neimand, A. (2017). Stop raising awareness already. *Stanford Social Innovation Review*. [https://ssir.org/articles/entry/stop\\_raising\\_awareness\\_already](https://ssir.org/articles/entry/stop_raising_awareness_already)

Winsten, J. (2017). Developing media messages that save lives. *Stanford Social Innovation Review*.

[https://ssir.org/articles/entry/developing\\_media\\_messages\\_that\\_save\\_lives](https://ssir.org/articles/entry/developing_media_messages_that_save_lives)

Kristof, N. (2009, Nov. 30). Nicholas Kristof's Advice for Saving the World. *Outside*. <https://www.outsideonline.com/1909636/nicholas-kristofs-advice-saving-world>

"Direct political pressure: Early March" and "The Walkout." From the March for Our Lives Founders. (2018). *Glimmer of hope: How tragedy sparked a movement* Penguin Random House.

***Week 3 (Sept. 15-17): Audiences – who are you trying to reach, and how does that affect what you say?***

Most public interest communications campaigns have multiple audiences, which means that communicators must tailor their messages to those audiences. We'll delve into the audiences being targeted by the public interest organizations we are following in the three issue areas and analyze the messaging directed to them.

***Writing assignment for Week 3:***

Identify the audiences your organization is targeting and discuss how the messages being sent to each audience differ.

***Reading assignment for Week 3:***

Shorters, T. (2019). You Can't Lift People Up by Putting Them Down: How to Talk About Tough Issues of Race, Poverty, and More. *The Chronicle of Philanthropy*. <https://www.philanthropy.com/article/You-Can-t-Lift-People-Up/246559>

***Week 4 (Sept. 22-24): Who are the best messengers to advance your goals?***

We'll dive into what makes a credible and effective messenger, and we'll learn about and apply cognitive science to analyze the effectiveness of messengers in the three issue areas.

***Writing assignment for Week 4:***

Look at news coverage and op-eds about your issue. Who is being quoted? Who is being published? Are they credible? Effective? What makes them so or not? Who are influential people speaking out on social media about your issue? Are they effective? Why or why not? Identify some other voices that would be powerful messengers.

***Reading assignment for Week 4:***

Excerpts TBD from *Made to Stick*.

Cottle, M. (2018). How Parkland students changed the gun debate. *The Atlantic*.  
<https://www.theatlantic.com/politics/archive/2018/02/parkland-students-power/554399/>

“Our first trip to DC: February 25.” From the March for Our Lives Founders. (2018). *Glimmer of hope: How tragedy sparked a movement* Penguin Random House.

***Week 5 (Sept. 29 and 30, and Oct. 1): Pitching the media***

Earned media is key to any public interest organization’s communications efforts. This week, we’ll learn what reporters consider newsworthy, how you can get the coverage you want, when and how to engage in rapid response and how niche media can help advance your goals. Potential guest lecturer.

***Writing assignment for Week 5:***

Find a select number of news stories involving your organization and/or area of focus. Look at a variety of news sources, analyzing the way the issue is handled in the headlines, photos and sources quoted. Does the coverage advance the goals of your select organization? The movement?

***Reading assignment for Week 5:***

The Goodman Center. (2020) Fake news is not a game (but learning to spot it is). *Freerange Thinking*. [https://www.thegoodmancenter.com/wp-content/uploads/2020/02/freerange\\_2020\\_02.pdf](https://www.thegoodmancenter.com/wp-content/uploads/2020/02/freerange_2020_02.pdf)

***Week 6 (Oct. 6-8): Messaging Part 1. Let’s talk about values.***

Facts are great, but they won’t necessarily sway your audience. So what will? In this class, we’ll explore the science behind value-based messaging. Students will analyze the key messages around the three issue areas and determine what makes them effective – or not.

***Writing assignment for Week 6:***

Identify the core messages your organization is relaying across all platforms. How effective do you think they are? How would you change them?

***Reading assignment for Week 6:***

The Goodman Center. (2020). Fear or hope: which motivates more? (This group tried both.). *Freerange Thinking*. [https://www.thegoodmancenter.com/wp-content/uploads/2020/01/freerange\\_2020\\_01.pdf](https://www.thegoodmancenter.com/wp-content/uploads/2020/01/freerange_2020_01.pdf)

Selections from Lakoff's *Don't Think of an Elephant*.

"CNN Town hall: February 21." From the March for Our Lives Founders. (2018). *Glimmer of hope: How tragedy sparked a movement* Penguin Random House.

### **Week 7 (Oct. 13-15): Messaging Part 2. Painting a picture with words.**

You have a laudable goal – now you just need to convey it in the most compelling way possible. We'll learn how to be clear, paint pictures with words, keep it simple, and use inclusive language as well as repetition.

#### ***Writing assignment for Week 7:***

Analyze messages from your organization/issue area for: 1) clarity; 2) metaphors and descriptive wording; 3) inclusionary language. What did you find? How would you change it?

#### ***Reading assignment for Week 7:***

Frame Works. (2020). Tapping into the power of metaphors.  
<https://www.frameworksinstitute.org/article/tapping-into-the-power-of-metaphors/>

"The march for our lives: March 24." From the March for Our Lives Founders. (2018). *Glimmer of hope: How tragedy sparked a movement* Penguin Random House.

Wilkerson, I. (2020, August 4). *It's More Than Racism: Isabel Wilkerson Explains America's 'Caste' System*, NPR "Fresh Air" broadcast.

<https://www.npr.org/2020/08/04/898574852/its-more-than-racism-isabel-wilkerson-explains-america-s-caste-system>

**Week 8 (Oct. 20-22): Messaging Part 3: Finding the golden nugget in policy speak.**  
You have a ton of facts that are bound to persuade your audiences to take action. How do you translate those into a compelling message? How do you find the golden nugget? This week, we'll learn how to translate policy wonkese into compelling headlines, quotes, tweets, memes and more.

#### ***Writing assignment for Week 8:***

Review policy documents from your select organization as well as press releases, action alerts and other materials about them. How effectively was the information presented to target audiences?

#### ***Reading assignment for Week 8:***

TBD

**Week 9 (Oct. 27-29): Media part two: How to use talk radio and other broadcast outlets to get your message out.**

This week, we'll dive into the world of broadcast, with a focus on talk radio as a way to connect with specific audiences. Potential guest lecturer.

***Writing assignment for Week 9:***

Listen to some talk radio programs related to your issue. Who spoke? What kind of language did they use? What messages did they convey? How effective were they?

***Reading assignment for Week 9:***

TBD

**Week 10 (Nov. 3-6): Storytelling as a key to communicating**

We'll learn about the science that makes storytelling so critical to public interest communications efforts. Students will find stories in their issue areas and determine their effectiveness.

***Writing assignment for Week 10:***

Find one to three stories being told by your organization about your issue. Are they effective? Why or why not?

***Reading assignment for Week 10:***

Neimand, A. (2018) How to Tell Stories About Complex Issues. *Stanford Social Innovation Review*. [https://ssir.org/articles/entry/how\\_to\\_tell\\_stories\\_about\\_complex\\_issues](https://ssir.org/articles/entry/how_to_tell_stories_about_complex_issues)

The Goodman Center. (2019). When telling your story, think small." *Freerange Thinking*. [https://www.thegoodmancenter.com/wp-content/uploads/2019/08/freerange\\_2019\\_08.pdf](https://www.thegoodmancenter.com/wp-content/uploads/2019/08/freerange_2019_08.pdf)

Excerpt from Heath, *Made to Stick*.

**Week 11 (Nov. 10 and Nov. 12. No class on Nov. 11, Veterans Day)**

**Using visuals to communicate your message**

Visuals – photos, graphics, videos – are key to any public interest communications campaign. We'll learn what makes a compelling visual, delve into the power of photos as symbols in movements and learn how to create dynamic memes for our three issue areas.

***Writing assignment for Week 11:***

Identify a specific number of symbols and visuals used by nonprofit organizations in your issue area. Are they powerful? Why or why not? What could make them more compelling? What would you choose to create?

**Reading assignment for Week 11:**

Christiano, A. and Neimand, A. (2018). The science of what makes people care. *Stanford Social Innovation Review*.

[https://ssir.org/articles/entry/the science of what makes people care](https://ssir.org/articles/entry/the_science_of_what_makes_people_care)

“A View from the crowd: March 24.” From the March for Our Lives Founders. (2018). *Glimmer of hope: How tragedy sparked a movement* Penguin Random House.

**Week 12 (Nov. 17-19): Using digital media**

The digital media landscape is vast. Which platform should you choose for your public interest communications campaign? This week, we'll learn about the differences between the major digital media platforms and how to tailor content to maximize your effectiveness and move your audiences to action.

**Writing assignment for Week 12:**

Identify the digital media channels your org/movement is using to get its messages out. What are they doing? Is it effective? Why or why not? Provide examples of effective and ineffective messages on three main platforms, Facebook, Twitter and Instagram.

**Reading assignment for Week 12:**

“Creating a social media movement: mid to late February.” From the March for Our Lives Founders. (2018). *Glimmer of hope: How tragedy sparked a movement* Penguin Random House.

**Week 13 (Nov. 24 only. No class Nov. 25 and 26 in observance of Thanksgiving):**

**Metrics: How do you know if you're being effective?**

You've developed and are executing an awesome public interest communications plan, and it seems to be going well. How can you tell for sure? This week, we'll learn how to gauge the effectiveness of your work.

**Reading assignment for Week 13:**

“Mobilizing countrywide and the future of the movement; April and beyond.” From the March for Our Lives Founders. (2018). *Glimmer of hope: How tragedy sparked a movement* Penguin Random House.

**Week 14 (Dec. 1-3): Putting it all together: how to craft a strategic communications plan.**

You have learned the basic components of an effective communications strategy. Now, we'll put it all together. Using a scenario related to your issue area of focus, you will learn what goes into a strategic communications plan.

**Writing assignment for Week 14:**

TBD

**Reading assignment for Week 14:**

Christiano, A. and Neimand, A. (2017). The back-of-the-envelope guide to communications Strategy. *Stanford Social Innovation Review*.

[https://ssir.org/articles/entry/the back of the envelope guide to communications strategy](https://ssir.org/articles/entry/the_back_of_the_envelope_guide_to_communications_strategy)

**WEEK 15 (Dec. 8 and 9, the last day of classes):**

We'll go over the strategic communications plans you drafted and solicit feedback and ideas from your colleagues. You'll use that feedback to finalize your plan, which will be part of the final exam.

**Writing assignment for Week 15:**

Draft a strategic communications plan using a specific scenario related to your issue area of focus.

**FINAL EXAM WEEK (Dec. 12-18)**

**Final exam part 1:** Using the feedback from your classmates, finalize and perfect your strategic comms plan.

**Final exam part 2:**

TBD

## **READING MATERIALS FOR PUR4442**

**BOOKS. Please obtain these two books in paper or electronic format.**

- The March for Our Lives Founders. (2018). *Glimmer of hope: How tragedy sparked a movement* Penguin Random House.
- Lakoff, G. (2014). *The all new don't think of an elephant; know your values and fame the debate*. Chelsea Green Publishing.

**BOOK EXCERPTS – TO BE UPLOADED TO CANVAS.**

- Heath, C. and Heath, D. (2007) *Made to Stick: Why some ideas survive and others die*. Random House.
- Potter, W. (2010). *Deadly spin: an insurance company insider speaks out on how corporate PR is killing health care and deceiving Americans*. Bloomsbury Press.
- Luntz, F. (2007). *Words that work: it's not what you say, it's what people hear*. Hachette Books. Excerpts to be provided.

## ARTICLES

- Christiano, A. and Neimand, A. (2018). The science of what makes people care. *Stanford Social Innovation Review*.  
[https://ssir.org/articles/entry/the\\_science\\_of\\_what\\_makes\\_people\\_care](https://ssir.org/articles/entry/the_science_of_what_makes_people_care)
- Christiano, A. and Neimand, A. (2017). Stop raising awareness already. *Stanford Social Innovation Review*.  
[https://ssir.org/articles/entry/stop\\_raising Awareness\\_already](https://ssir.org/articles/entry/stop_raising Awareness_already)
- Christiano, A. and Neimand, A. (2017). The back-of-the-envelope guide to communications Strategy. *Stanford Social Innovation Review*.  
[https://ssir.org/articles/entry/the\\_back\\_of\\_the\\_envelope\\_guide\\_to\\_communications\\_strategy](https://ssir.org/articles/entry/the_back_of_the_envelope_guide_to_communications_strategy)
- Shorters, T. (2019). "You can't lift people up by putting them down": How to talk about tough issues of race, poverty, and more. *The Chronicle of Philanthropy*.  
<https://www.philanthropy.com/article/You-Can-t-Lift-People-Up/246559>
- Potter, W. (2020, Aug. 6). The health care scare: I sold Americans a lie about Canadian medicine. Now we're paying the price. The Washington Post.  
<https://www.washingtonpost.com/outlook/2020/08/06/health-insurance-canada-lie/?arc404=true>
  - Frame Works. (2020). Tapping into the power of metaphors.  
<https://www.frameworksinstitute.org/article/tapping-into-the-power-of-metaphors/>
  - Winsten, J. (2017). Developing media messages that save lives. *Stanford Social Innovation Review*.  
[https://ssir.org/articles/entry/developing\\_media\\_messages\\_that\\_save\\_lives](https://ssir.org/articles/entry/developing_media_messages_that_save_lives)
- Cottle, M. (2018). How Parkland students changed the gun debate." *The Atlantic*.  
<https://www.theatlantic.com/politics/archive/2018/02/parkland-students-power/554399/>
- Kristof, N. (2009, Nov. 30). Nicholas Kristof's Advice for Saving the World. *Outside*.  
<https://www.outsideonline.com/1909636/nicholas-kristofs-advice-saving-world>
- Neimand, A. (2018) How to Tell Stories About Complex Issues. *Stanford Social Innovation Review*.  
[https://ssir.org/articles/entry/how\\_to\\_tell\\_stories\\_about\\_complex\\_issues](https://ssir.org/articles/entry/how_to_tell_stories_about_complex_issues)
- The Goodman Center. (2020) Fake news is not a game (but learning to spot it is). *Freerange Thinking*. [https://www.thegoodmancenter.com/wp-content/uploads/2020/02/freerange\\_2020\\_02.pdf](https://www.thegoodmancenter.com/wp-content/uploads/2020/02/freerange_2020_02.pdf)

- The Goodman Center. (2020). Fear or hope: which motivates more? (This group tried both.). *Freerange Thinking*.  
[https://www.thegoodmancenter.com/wp-content/uploads/2020/01/freerange\\_2020\\_01.pdf](https://www.thegoodmancenter.com/wp-content/uploads/2020/01/freerange_2020_01.pdf)
  
- The Goodman Center. (2019). When telling your story, think small." *Freerange Thinking*.  
[https://www.thegoodmancenter.com/wp-content/uploads/2019/08/freerange\\_2019\\_08.pdf](https://www.thegoodmancenter.com/wp-content/uploads/2019/08/freerange_2019_08.pdf)

## RADIO INTERVIEW

Wilkerson, I. (2020, August 4). *It's More Than Racism: Isabel Wilkerson Explains America's 'Caste' System*, NPR "Fresh Air" broadcast.  
<https://www.npr.org/2020/08/04/898574852/its-more-than-racism-isabel-wilkerson-explains-america-s-caste-system>

## RECOMMENDED: DIGITAL NEWS SUBSCRIPTIONS

I would recommend you subscribe digitally to major newspapers available to UF students, such as The New York Times and The Wall Street Journal.

To subscribe to *The New York Times*, follow the instructions below:

1. Go to <https://my.ufl.edu/ps/signon.html>
2. After signing in, select the Navigation Bar in the upper right corner (three stacked horizontal lines)
3. Select "Main Menu"
4. Select "Quick Links"
5. Select "NY Times"
6. Select "Subscribe Now" and follow subscription instructions.
7. Verify email address
8. Access NY Times

To subscribe to the Wall Street Journal, go to

[https://education.wsj.com/?s=University+of+Florida&cat=2&page\\_type=searchresults](https://education.wsj.com/?s=University+of+Florida&cat=2&page_type=searchresults) . and follow the setup instructions.

## ADDITIONAL UF RESOURCES

### Health and Wellness

*U Matter, We Care*: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

*Counseling and Wellness Center:* [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

*Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

*University Police Department:* [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

*UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road. [Visit the UF Health Emergency Room and Trauma Center website](#).

## Academic Resources

*E-learning technical support:* Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

*Career Connections Center:* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

*Library Support:* Various ways to receive assistance with respect to using the libraries or finding resources.

*Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

*Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

*Student Complaints On-Campus:* [Visit the Student Honor Code and Student Conduct Code webpage](#) for more information.

*On-Line Students Complaints:* [View the Distance Learning Student Complaint Process](#).