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Course Syllabus: PUR 4212 Diversity and Inclusion for Public Relations
Professor: Ann Searight Christiano, MPAP
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Course Meetings: Mondays, Periods 5-7
Office Hours: Mondays, 3-5 pm

Course Description
As the practice of public relations becomes increasingly diverse and multicultural, it's essential that practitioners understand the value and practice of contributing to and advocating for diverse, inclusive and equitable workplaces. In this course, you will learn to use your skills as a strategic communicator to build more diverse, equitable and inclusive environments. You'll also gain the skill of working and thriving in a diverse and multicultural work environment. Everything you'll learn in this course is supported by peer-reviewed academic research and insights from recognized experts.

Course Format
Our course will include brief lectures, discussion, reflection, guest lectures and student case presentations.

Required Reading, Viewing and Listening
Writing, reading, viewing and listening assignments are listed on the syllabus. There is no textbook for this course. I may add readings and assignments over the course of the semester.

Course Objectives and Learning Outcomes

In this course, you will learn:
- The proper use of terms associated with building, working in, contributing to and thriving in diverse, inclusive, equitable and multicultural environments. You'll also learn which terms to eliminate because they are harmful or have discriminatory meanings or history.
- How to adopt a "diversity first" mindset.

- How to communicate across difference
- How to recognize and address forms of implicit and explicit bias.
- How to use the Diversity and Inclusion Wheel for PR Practitioners.
- How to apply systems thinking and human-centered design to advance diversity, inclusion and equity.
- How to use social norming to build more diverse, equitable and inclusive communities and workplaces.
- Recognize the ways in which bias or exclusion can manifest in the practice of public relations.
- How to apply principles of ethical story sharing.
- Why the concept of intersectionality is essential to building a multicultural mindset.
- How to support, advocate and build new systems with people who experience marginalization.
- How to bring a diversity and inclusion first mindset to your research.
- How to maintain a "growth mindset" on your own journey.
- How a multicultural mindset and skill set strengthens teams and organizations.

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 United States
- 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.

COURSE EVALUATION

The evaluation of coursework will be based on your performance in four major areas, each of which constitutes a proportion of the final grade. Your grade will be calculated by the following:

In-Class Attendance & Participation: 30%

Attendance and active participation are mandatory. Absences count from the first class following drop/add. After due warning, the professor may prohibit further attendance and subsequently assign a lower or failing grade for excessive absences; more than two unexcused absences during the semester will be considered "excessive absences." You are responsible for notifying Professor Searight before your absence and, if it is due to illness, provide a note from your medical provider.

Participation means you are fully engaged in the classroom discussion, and not using cell phones or laptops except when directed to as part of classroom activities. It means you arrive to class early or on time, ready to learn and engage.

Requirements for assignments and other work in this course follow UF policies: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

In-Class Assignments: 25%

The class will include readings, videos, podcasts et al. and there will be written assignments for some of them. You are required to complete these assignments at the direction of the instructor. These in-class assignments may not be made up if you miss class.

Case Study: 25%

You will complete a case study of how a diversity-first mindset made a campaign more successful, or how the absence of this mindset caused harm. You will present your case in class on or after **October 31, 2022.**

Final Reflection: 20%

This written or recorded reflection will give you an opportunity to share what you have learned this semester. Details will be distributed soon. This is due **November 28, 2022**.

I WILL NOT ACCEPT LATE ASSIGNMENTS

The grading scale for the course is:
A 92-100%
A- 90-91.99%
B+ 88-89.99%
B 82-87.99.99%
B- 80-81.99%
C+ 78-79.99%
C 72-77.99%
C- 70-71.99%
D+ 68-69.99%
D 62-67.99%
D- 60-61.99%
E below 60.99%

Follows current UF policies
(https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx).

Availability
Please feel free to speak with me during the semester about any questions or concerns you have during my office hours or by appointment. (You can also reach me by email and I'll do my best to get back to you within 24 hours.)

Commitment to Diversity, Equity & Inclusion
I'm committed to creating an environment of inclusion that respects and affirms the fundamental dignity, value, and distinctiveness of all individuals and their perspectives. My teaching will reflect the understanding of the complexity of identity and the mutuality of our global community. It is my responsibility to help promote and maintain a community of compassion, embracing the rich depths of diversity, while facilitating opportunities for equity and inclusion.

Students Requiring Accommodations
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, dso.ufl.edu/drc) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

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. Guidance

on how to give feedback in a professional and respectful manner is available at gatorevals.aa.ufl.edu/students/. 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/.

Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-results/

University Honesty Policy
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 (sccr.dso.ufl.edu/process/student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel.

If you have any questions or concerns, please consult with me.

CAMPUS RESOURCES

U Matter, We Care
If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu/ to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center
Visit counseling.ufl.edu/ 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 shcc.ufl.edu/.

University Police Department
Visit police.ufl.edu/ 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, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center.

E-learning Technical Support
Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center
Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services career.ufl.edu/. Library Support: cms.uflib.ufl.edu/ask 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 352392-6420. General study skills and tutoring. teachingcenter.ufl.edu/ Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. writing.ufl.edu/writing-studio/ Student Complaints On-Campus: sccr.dso.ufl.edu/policies/student-honor- codestudent-conduct

A Note on Recording
Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Land Acknowledgement

I acknowledge that for thousands of years the area now comprising the state of Florida has been, and continues to be, home to many Native Nations. I also recognize that the main campus of the University of Florida is located on the ancestral territory of the Potano and the Seminole peoples. The Potano, of Timucua affiliation, lived here in the Alachua region from before European arrival until the destruction of their towns in the early 1700s. The Seminole, also known as the Alachua Seminole, established towns here shortly after but were forced from the land as a result of a series of wars with the United States known as the Seminole Wars. I acknowledge our shared obligation to honor the past, present, and future Native residents and cultures of Florida.

Date	Topic	Guest	Reading, Listening or Viewing	Exercise or Assignments
August 29	Course Overview and Expectations, the first social justice campaign		Course syllabus	Building a classroom of belonging
September 5	No Class: Labor Day			
September 12	Learning the language of inclusion–defining core terms and using them correctly Saying what you mean and meaning what you say		Conscious Style Guide "Reporting on the Transgender Community" "Should I use the Adjective 'Diverse'?" "Words Matter: Gender Justice Toolkit" "A New Dictionary Will Document the Lexicon of African American English"	
September 19	Build the world you wish existed –Using systems thinking and human-centered design to identify			Let's make coffee

	which to solve			
September 26	How racism and division affect everyone		"Racism Has a Cost for Everyone" TED-talk by Heather McGhee	
October 3	Understanding intersectionality and building cultural intelligence		"Why Intersectional Stories Are Key to Helping the Communities We Serve."	
October 10	Getting storytelling right–ethical storytelling, understanding and overcoming harmful pervasive narratives and doing better		Aya Waller Bey, "Stories of Struggle As Resistance," frank talk 2023; Chandra Harris McCray, "Inclusive Story and the Role of Story Sharer," frank talk 2023 "American Dreaming," a report by Define American	
October 17	From Allies to Accomplices–Building With, Not For		"I need an accomplice, not an ally"	
October 24	Bringing an inclusion mindset to research			
October 31	Social norming and belonging **CASE STUDIES DUE**		"The Impact of Social Norms on Creating True Equity at Work" Three Inclusive Team Norms That Drive Success	
November 7	Walmart, Pepsi, when and why people get it wrong		"Walmart Apologizes for Selling Juneteenth Icecream" BROKE	

			"Why Barnes and Noble Swiftly Cancelled Its 'Diverse' Book Covers for Black History Month"	
November 14	Bright spots of belonging: When the industry gets it right, (sometimes with a little prompting)		"She's the Secret Weapon in a Film About the Thai Cave Rescue." "Seven Brands That Got Inclusive Marketing Right."	
November 21	Hiring inclusively		Job Seekers More Likely To Apply to Companies That Prioritize Diversity, Equity and Inclusion, Survey Shows	
November 28	Keep learning **FINAL REFLECTION DUE**			Building our ongoing network and resource guide
December 5	Final presentations			Peer feedback

Inspiration:

http://users.comm.umn.edu/~grodman/courses/usf/diversity-fa98.html
https://study.com/academy/course/communications-301-diversity-and-intercultural-communication.html#information