

Communicate the multiplicities of social group identity.

Audience for this recommendation:

University humanities & social science scholars

As our WE1S project examined coverage of *diversity* and *inclusion*, we increasingly realized how poorly the media defines social identity terms and the very idea of diversity--a problem that created challenges in our modeling of these topics (e.g., see our [M-100](#) and [M-101](#) on the latter). When identity terms appear in our topic models, they often indicate shallow acts of categorizing and othering. For example, the media relies on binaries such as Black and White or male and female when many identities exist on a continuum among multiplicities and also when it often makes no effort to inquire how individuals identify themselves under what identity group names.

It is thus important for scholars not just to advocate for underrepresented groups in their research and methodologies but also to foster better informed public discussion of such groups.

Try this:

Innovate ways to actively learn identity terms from social groups themselves and widen awareness of them in both research and the media. Check in with communities of interest to make sure naming conventions and terminology are inclusive and appropriate through practices such as the following:.

Key Recommendations:

- Elevate the voices of under-represented groups about their views of themselves and their

relations to the humanities through interviews, blog posts, outreach from departments, etc..

- Collaborate with groups on making an inclusive identity taxonomy in the form of a public repository of self-identified identity categories.
- In both scholarship and communications with the public, add modifiers to remove ambiguity about the kind of diversity being discussed--e.g., *racial diversity* versus *viewpoint diversity*

With efforts like these, humanities and social-science scholars can help make underrepresented groups more visible in both research and public discourse.

Conversation Starters and Activities:



Resources

Research backing up this recommendation: [Key Findings on humanities and social groups](#); and related methods cards [M-100](#) and [M-101](#)

Related materials: WE1S Bibliography on [Sociocultural Approaches in DH](#) & [Topic Modeling Interpretation](#)