

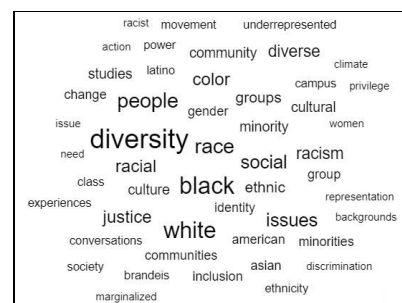
Student journalists act as social inclusivity activists by promoting the importance of education.

Analyzing WE1S [Collection 14](#) (21,182 articles mentioning “humanities” or “liberal arts” in U.S. campus newspapers), we find that student journalists constructively approach social issues related to minority communities. They educate about relevant issues and support practical steps students and institutions can take to further inclusivity, cultural sensitivity, and diversity on campus.

In our [C-14.100](#) topic model of the collection (100 topics), we have identified topics about race and ethnic diversity ([39](#)), feminism and gender equality ([55](#)), and LGBTQ+ understanding and inclusivity ([89](#)). Among the top weighted articles, meaning those statistically most associated with the topics, many discuss educational campus events either hosted *in* humanities centers or sponsored by departments [associated with the humanities](#). For example, one [article](#) promoting an event educating the community on racial diversity is the second-highest weighted in topic 3: “Skin color lecture today at noon.” In topic 55, the second-highest weighted [article](#), “Stereotypes about feminism signify a general lack of knowledge,” also demonstrates how student journalists facilitate education on gender diversity. Similarly, the fourth-highest weighted [article](#) in topic 89, “Students, administration, staff work to implement gender-neutral bathrooms,” shows how such conversations promote gender inclusivity.

One key practice adopted in the articles that our topic model shows us are representative is using language not just to clarify complex issues, but to clarify that they *are* complex. For example, by defining the term “asexual” in the beginning of an [article](#), a student journalist is able to bring awareness to and authenticate the identity of fellow students who identify with this sexual orientation. By clarifying the terms “[feminism](#)” and “[gender](#),” other students are similarly able to be clear but also nuanced about stereotypes and norms, thus encouraging fellow students to change their approach to feminism.

In these socially inclusive articles, however, there are two underlying, often competing narratives: one celebrating the progress universities are making, and one arguing the need for even more progress. Some articles embrace *both* narratives: celebrating a victory, such as the implementation of a gender-neutral bathroom, while also qualifying that “there’s still some ways to go towards a more complete acceptance” ([example article](#)).



View of Topic 39 in [TopicBubbles](#)

Further study, we note, would need to look into additional factors. One is the quantity of such discourse. Although the kind of discourse mentioned above is overwhelmingly positive in content, it is lacking in volume. The topics mentioned (39, 55, 89) are not heavily weighted in the overall topic model. Another factor is the distribution of such discourse across different kinds of campuses. Analyzing topics and articles in our model according to the categories of campuses they represent (see our [metadata tags](#)), we see that all three topics addressed here are distributed relatively evenly across institutions from different regions of the U.S., public vs. private institutions, and institution types (liberal arts/doctoral/community college). This suggests that constructive undergraduate student discourse around social issues is not skewed toward a particular institutional profile.

Document collection studied: [C-14 \(start page\)](#)
Topic model studied: C-14.100 (100 topics) viewed in [dfrBrowser](#), [TopicBubbles](#) ([Description of this model](#))
Interesting sample topics: 39, 55, 89
Representative articles: [a](#), [b](#), [c](#), [d](#), [e](#)
Evidentiary documentation: Document node #[TBD]; [Metadata Tags for WE1S Document Sources](#)