Inclusive Practices
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Landscape Research is committed to encouraging and enabling inclusive academic debate. This guide for Inclusive Practices: Language & Writing has been developed to help authors avoid using discriminatory language and/or adopting marginalising practices when preparing their manuscripts.

In putting the guide together, we recognise that it is not possible to provide a prescriptive or exhaustive 'list' of best practices that will be relevant across all the geographical regions and disciplines that the journal encompasses, or that will necessarily remain relevant into the future. Language is dynamic. So too are the parameters by which we understand 'inclusivity', which have shifted in the past decade and no doubt will do so again. As such, this should be treated as a living document that will be adapted in response to evolving preferences and priorities.

In what follows we offer a set of overarching principles, illustrated by a selection of examples and explanations. We see this as an important first step in encouraging contributors to the journal to engage with, and interrogate, the complex dynamics at work enforcing structural inequalities as well as exercise self-reflectivity in their practices. We also ask our contributors to be mindful of the intersection of different social structures and power relations in everyday life, the outcome of which is that some people experience multiple and overlapping forms of discrimination and marginalisation.

(Cover image by Dr Hayley Saul, all inside and back cover images by Sarah Hobbs)
Principle 1: Recognise that all individuals have the right to be described in a respectful and thoughtful way
1. Avoiding dehumanising words and phrases means writers should adopt language that is free from words, phrases, or tones that insult, exclude, stereotype, demean, infantilise, or trivialise people.
2. Be mindful of the implications of language choice.

Principle 2: Adopt people-first language
1. Centring people first in academic writing can minimise the use of dehumanising words and phrases.
2. There are exceptions. We acknowledge that people-first language (i.e., language such as ‘person with…’) will not always be favoured, with some advocates calling for identity-first language (i.e., language that highlights a person’s identity). Writers should therefore be led by an individual’s choice of language.

Principle 3: Recognise the past and continuing evolution of language and its consequences
1. Terms have different positive and negative connotations. The context of use of certain terms therefore often needs to be explained, particularly when terms that formerly had negative connotations have been appropriated by communities to reclaim their identity in positive ways (e.g., queer, slum-dweller).
2. Writers should be attentive to changing preferences and adopt language that signals awareness of current conversations, using person-first language when they do not understand or know an individual’s or community’s preference/s.

Principle 4: Prioritise self-identification
1. Where possible, allow people or groups to determine the language that is used to identify them. This includes identifying terminology relating to gender, sexuality, age, ability, race, socio-economic status, culture, and ethnicity.
2. Provide a note of explanation that outlines and explains the terminology adopted.

Principle 5: Reflect the diversity of landscape research scholarship
1. Adopt a citation practice that is sensitive to historically marginalised voices.
2. Prioritise diversity in citations.
3. Avoid general references to a canon of scholarship and strive instead to attribute ideas accurately.
Gender & Sexuality

Adopt gender-inclusive language
1. All expressions of gender must be respectful and inclusive.
2. Androcentric terms such as ‘mankind’ should be avoided, as should the generalising use (as opposed to person-specific use) of gender-specific job titles such as ‘policeman’, ‘actress’ and so forth.

Recognise gender identities, expressions and/or experiences that are outside of ‘man’ or ‘woman’
1. Authors must allow for the accurate representation of genders outside of ‘men’ and ‘women’.
2. Avoid words, phrases or language that imply a gender binary (i.e. ‘he/she’ or ‘he or she’).
3. If known, use the pronouns a person would use for themselves. The use of gender-neutral plural pronouns is encouraged (i.e. they, their, them) if the person being referred to has not made their gender or preferred pronouns clear.
4. There are occasions when gender-specific language is appropriate. For example, if a study examines gendered experiences, gender identifiers may be appropriate.

Allow for sexualities beyond the binary-only model
1. When presenting research that focuses on sexuality, avoid the reinforcement of a binary-only model and instead include diverse sexualities (i.e. heterosexual, lesbian, homosexual, bisexual, pansexual, queer, etc.).
2. Choose terminology preferred by the individual.
3. Be specific and adopt the terms and concepts used within/by the relevant population (i.e. ‘Two-Spirit’ people in North America or ‘LGBTQIA2S+’ or ‘LGBTQIA+’).

* The below represents an assist for better practice, though we acknowledge the intersectional inequities that cross the boundaries between these (and other) categories.
Race & Ethnicity

Adopt an inclusive society framework regarding citizenship and national belonging
1. Avoid using terms like ‘illegal’ and ‘alien’ – a person cannot be illegal (i.e. avoid phrases such as ‘illegal immigrant’ or ‘illegal asylum seeker’ or ‘legal alien’).

Use consistent and appropriate designations
1. Avoid terminology and phrases that reinforce negative racial, ethnic, or cultural connotations and that are carriers of hierarchical valuations.
3. Avoid homogenising, colonialist, and ethnocentric language such as terms like ‘Caucasian’, ‘non-White’ and ‘Oriental’, unless relevant to the context (i.e. in the context of historical works where phrases appear in the archival record and their reproduction is part of a process of ensuring the non-erasure of past atrocities) or used as self-identifying terms.
4. Use terminology preferred by the individual/s being represented.

Avoid racialising concepts and terminology
1. Avoid concepts and terminology that are carriers of hierarchical valuations.
2. Adopt self-identified ‘race’ categories where possible.
3. There are exceptions. As race categories are socially constructed and impact our lived realities, it may be necessary to use racial categories and terminology, for example, when racialised experiences are being examined.

Use appropriate terminology when writing about Indigenous Peoples
1. Use terminology preferred by the individual/s being represented.
2. Use official languages for proper nouns of the country of origin (i.e. Te Reo and English)
4. Do not use terminology that implies a blood quantum (i.e. ‘part-Aboriginal’, ‘half-caste’).
5. Avoid words that denote hierarchical valuation (i.e. ‘master race’)
6. Avoid words that imply ownership or belonging (i.e. ‘our Aboriginal people’ or ‘belonging to Canada’ or ‘Australia’s Indigenous peoples’).
7. Avoid singularising or homogenising First Nation Peoples (i.e. avoid ‘the Aboriginal people’).
8. Use specific terminology or names where appropriate, such as the specific nation group in place of ‘Indigenous’ (i.e. ‘Darug nation’ or ‘[Name], a Darug scholar, argues that…’).
10. Use terminology that identifies individuality (i.e. Aboriginal person or Aboriginal peoples)
11. Use present tense unless describing historical events.
Disability, Age & Class

Adopt an anti-ableism framework
1. Avoid structural ableism and the assumption that there is an ideal body and mind (i.e. do not use 'suffers from', 'a victim of' or 'afflicted by').
2. Avoid a purely medical or diagnostic framing in which a disability is seen as a condition that needs to be 'fixed' or 'cured'.
3. Avoid negative or value-laden terminology that overextends or misrepresents a disability (i.e. do not use 'wheelchair bound'. Instead, use 'wheelchair user' or 'person who uses a wheelchair').
4. Use terminology preferred by the individual (i.e. 'a person who has', 'a person with').
5. Don’t describe a person as ‘being’ a disease or disability (i.e. avoid 'a person is schizophrenic').
6. We acknowledge that people-first language (see Principle 2) will not always be favoured, with some advocates calling for identity-first language (i.e. ‘deaf person’). Writers should therefore be led by an individual’s choice of language.

Avoid anti-adultism and anti-ageism
1. Do not silence, patronise, or sentimentalise people based on their age.
2. Avoid negative or value-laden terms that relating to age and age groups (i.e. use older adults or older people rather than ‘the elderly’ or ‘the aged’).

Adopt an anti-classist framework
1. Avoid replicating class stereotypes.
2. Avoid linking class and disadvantages to unrelated conditions (e.g. linking poverty to criminality).
3. Take care to identify intersections with clarity, for example to understand that poverty can be complicated by race, ethnicity, religion, gender, sexual orientation, and so forth.
4. Adopt a people-first approach (i.e. ‘people experiencing material poverty’, ‘persons experiencing homelessness’ rather than ‘the poor’).