

► Diversity & Complexity in the Classroom: Considerations of Race, Ethnicity & Gender

The following tips are taken from **Barbara Gross Davis**' book *Tools of Teaching*, chapter entitled "Diversity and Complexity in the Classroom: Considerations of Race, Ethnicity and Gender."

"There are no universal solutions or specific rules for responding to ethnic, gender and cultural diversity in the classroom....Perhaps the overriding principle is to be thoughtful and sensitive...." Barbara Gross Davis recommends:

- Recognize any biases or stereotypes you may have absorbed.
- Treat each student as an individual, and respect students, regardless of their ethnicity, gender and culture.
- Rectify any language patterns or case examples that exclude or demean any groups.
- Do your best to be sensitive to terminology that refers to specific ethnic and cultural groups as it changes.
- Get the sense of how students feel about the cultural climate in your classroom. Tell them that you want to hear from them if any aspect of the course is making them uncomfortable.
- Introduce discussions of diversity at department meetings.
- Become more informed about the history and culture of groups other than your own.
- Convey the same level of respect and confidence in the abilities of all your students.
- Whenever possible, select texts and readings whose language is gender-neutral and free of stereotypes, or cite the shortcomings of material that does not meet these criteria.
- Aim for an inclusive curriculum that reflects the perspectives and experiences of a pluralistic society.
- Do not assume that all students will recognize cultural, literary or historical references familiar to you.
- Bring in guest lecturers to foster diversity in your class.
- Give assignments and exams that recognize students' diverse backgrounds and special interests.

Office of Diversity, Equity & Inclusion

Reach **Higher.**

Farmingdale
State College
State University of New York