

Written Explanation of “Can I Say That In Class?” Flowchart

First main option: The controversial topic emerged from student discussions or questions
If the student discussion or question objectionable or problematic, then
See our chart, “A student said something problematic in class. What do I do next?”

Second main option: If the controversial topic is part of a lesson planned in advance, and the topic is the best way to make your point, and
You can provide greater context with exiting scholarly theory, and
You can provide relevant alternative perspectives,
Then, **Go for it! Your students will benefit from your expertise.** Focus on the logic and quality of evidence, not the values inherent in ideas you may personally disagree with. Remember to treat all students with respect and dignity as our professional norms require. Try to balance your commentary so no one perspective is the singular villain or hero in *every* example you give.

If any one of these second option questions is not true, avoid the topic in this setting.

If these are all true except you cannot provide relevant alternative perspectives on the topic, then the topic could work, but consider ways to bring in alternative perspectives later.