

You are cordially invited to attend the  
*MSU Mathematics Education Colloquium*



Presented by:  
Danny Martin, University of Illinois Chicago  
&  
Niral Shah, Michigan State University  
Wednesday, December 10, 2014  
3:30 – 5:00pm 252 Erickson Hall MSU

*Writing About Race in White Institutional Space*

This is a two-part presentation by two authors of the chapter, Race and Mathematics Education, which will appear in the new Handbook of Research on Mathematics Teaching and Learning. In part one, Danny Martin will discuss the evolution of his own writing as a particular response to the ways that race has historically been written into and out of mathematics education scholarship. This part of the presentation moves beyond critiques about the quantity of articles about race (and equity) to discuss the practice and politics of writing about race in mathematics education, a domain that can be characterized as an instantiation of white institutional space. In part two of the presentation, Niral Shah and Danny Martin will discuss the current state of the handbook chapter, the goals for the chapter, and the authors' collective attempt to write race into mathematics education in particular ways.

Danny Bernard Martin is Professor of Education and Mathematics at the University of Illinois at Chicago (UIC). Prior to coming to UIC, he was Instructor and Professor in the Department of Mathematics at Contra Costa College for 14 years, serving as Chair for three years, and was a National Academy of Education/Spencer Foundation Postdoctoral Fellow from 1998-2000. His research has focused primarily on understanding the salience of race and identity in African American learners' mathematical experiences, taking into account sociohistorical, structural forces, community forces, school forces, and individual agency. He is author of the book *Mathematics Success and Failure Among African Youth* (2000, Erlbaum), co-author of *The Impact of Identity in K–8 Mathematics Learning and Teaching* (2013, NCTM), editor of *Mathematics Teaching, Learning, and Liberation in the Lives of Black Children* (2009, Routledge), and co-editor of *The Brilliance of Black Children in Mathematics: Beyond the Numbers and Toward New Discourse* (2013, Information Age).

Niral Shah is an Assistant Professor in the Department of Teacher Education at Michigan State University. His research focuses on equity in STEM education, with an emphasis on the interaction between societal discourses and the dynamics of teaching and learning in STEM. One line of his research has explored processes of racialization in mathematics—specifically, how racial narratives (e.g., “Asians are good at math”) mediate classroom interactions and serve to position students as more or less capable of learning mathematics. His current work in computer science investigates the relationship between status hierarchies and students' opportunities to learn.

*The Program in Mathematics Education sponsors this event.*