

Exploring Issues of Power, Privilege, and Opportunities to Learn Mathematics

Dr. Erin Moss
Dr. Tyrone Washington

Millersville University



Where are we going? What are we doing?

- Overview of Noyce Course
- Contract
- Online Survey
- Using Comedy
- Connecting to the Classroom
 - Reading Journals and Article Presentation
- Resources

Noyce Course

- Graduate course
- Similar to a capstone course
- Brief exploration of power and privilege
 - Topics specific to those they may encounter in high-needs classrooms

Contract

- Used as an invitation to a serious dialogue
- Free to make mistakes
- Pledge to be forgiving of others

Buzzfeed survey

Buzzfeed

- https://www.buzzfeed.com/regajha/how-privileged-are-you?utm_term=.ghVpZVwnN#.tey9q4NME
- What types of privilege are present in the survey?

Privilege

Origin of Privilege

- <http://www.newyorker.com/online/blogs/books/2014/05/the-woman-who-coined-the-term-white-privilege.html>
- Considering both the quiz and the article, write a short paper reflecting on what you learned about privilege.
 - In your judgment, what are Peggy McIntosh's most important ideas about privilege?
 - How do they relate to your own life experiences and the different privileges you may or may not have?
 - Please don't write anything you are uncomfortable sharing.

Comic examining privilege

- <http://deadstate.org/youll-never-see-privilege-the-same-way-again-after-looking-at-this-comic/>

Comedy? Or Social Commentary?

- Reverse Racism
- Rights?!?
 - Who gets rights? What rights do they get? Who decides?
- Names
 - Ja'niya
 - Kimo
 - Laughing at Black Names (Singer)
 - Substitute Teacher

Genderbread Person

Handout

- <http://itspronouncedmetrosexual.com/2015/03/the-genderbread-person-v3/#sthash.pEdLQTKM.dpbs>
- Is being gay a choice?
 - [When did you decide to be straight?](#)
- [That is so gay...](#)
 - "please don't say that"
 - Is this approach a dead end?

What Images Say About Us...

- Who wins?
 - <http://nymag.com/daily/intelligencer/2015/03/college-catalogue-shows-white-men-winning-it-all.html>
- Women?
 - <http://nymag.com/thecut/2014/02/qa-the-curator-of-feminist-stock-photos.html>
- Sounding white
 - <https://www.facebook.com/MTV/videos/10153489890671701/>

Connections to Classroom

Bring racism into the classroom

- <http://everydayfeminism.com/2015/08/10-ways-well-meaning-white-teachers-bring-racism-into-our-schools/>

Empathy for your students

- https://www.washingtonpost.com/news/answer-sheet/wp/2015/11/24/teacher-a-student-told-me-i-couldnt-understand-because-i-was-a-white-lady-heres-what-i-did-then/?utm_term=.53b85647d4f4

Reading Journals

- This journal is your record of articles read for class. Entries should be no more than 1 page typed (single-spaced). Each entry should include the full citation of the article, a brief summary of the article (not pulled from the article's abstract), realistic applications to your work as an educator, and substantive questions and comments you would use to start a discussion with fellow teachers.

Article Presentation

- Each student will read an article exploring an equity issue in mathematics education. These will be assigned to you by your professors. You should prepare a handout for the class including full reference information for your articles, a brief description (not pulled from the article's abstract), and questions raised and/or substantive comments. Prepare a 10-minute presentation making use of a visual aid.

Opportunities to Learn Mathematics

Buckley, L.A. (2010). Unfulfilled hopes in education for equity: Redesigning the mathematics curriculum in a US high school. *Journal of Curriculum Studies*, 42(1), 51-78.

Chambers, T.V. (2009). The “receivment gap”: School tracking policies and the fallacy of the “achievement gap.” *Journal of Negro Education*, 78(4), 417-431.

Khisty, L.L., & Chval, K.B. (2002). Pedagogic discourse and equity in mathematics: When teachers’ talk matters. *Mathematics Education Research Journal*, 14(3), 154-168.

Lim, Jae Hoon. (2008). Double jeopardy: The compounding effects of class and race in school mathematics. *Equity and Excellence in Education*, 41(1), 81-97.

Stinson, D.W. (2013). Negotiating the “white male math myth”: African American male students and success in school mathematics. *Journal for Research in Mathematics Education*, 44(1), 69-99.

Helping Underrepresented Students Excel

Boaler, J. (2011). Changing students' lives through the de-tracking of urban mathematics classrooms. *Journal of Urban Mathematics Education*, 4(1), 7-14.

Bonner, E.P. & Adams, T.L. (2012). Culturally responsive teaching in the context of mathematics: A grounded theory case study. *Journal of Mathematics Teacher Education*, 15, 25-38.

Gutierrez, R. (1999). Advancing urban Latina/o youth in mathematics: Lessons from an effective high school mathematics department. *The Urban Review*, 31(3), 263-281.

Weber, I.R., Mueller, M., Powell, A., & Maher, C. (2010). Expanding participation in problem solving in a diverse middle school mathematics classroom. *Mathematics Education Research Journal*, 22(1), 91-118.

Resources

- MIT
 - <http://diversity.mit.edu/#>
- <https://odinsblog.tumblr.com/post/127808197400/28-common-racist-attitudes-and-behaviors>
- Women in Mathematics Education
 - <http://www.wme-usa.org/>

Academic Resources

- Journal of Urban Mathematics Education
 - <http://ed-osprey.gsu.edu/ojs/index.php/JUME/index>
- Rural Mathematics Education
 - <https://sites.google.com/site/acclaimruralmath/Home>
- Journal of Research in Rural Education
 - <http://jrre.psu.edu/>

Questions, Comments, Concerns...

