

## **WHITE SUPREMACY, ANTI-BLACK RACISM, AND MATHEMATICS EDUCATION:**

### **LOCAL AND GLOBAL PERSPECTIVES**

Luz Valoyes-Chávez

Universidad Santiago de Cali

Danny Bernard Martin

University of Illinois at Chicago

Joi Spencer

University of San Diego

Paola Valero

Stockholm University

#### **Aim and Rationale**

*The ubiquity and persistence of racism, in all its forms on a global scale, stems from the fact that the meanings for race and racial categories are created, politically contested, and recreated in any given sociohistorical and geopolitical context as a way to maintain boundaries of difference related to domination and oppression (Omi and Winant 1994). As a social institution, school is not exempt from racism and issues of power, but rather one in which racial ideologies, practices, hierarchies, and stereotypes find a fertile soil to grow and reproduce. Moreover, the field of mathematics education is a racialized domain, an instantiation of white institutional space controlled primarily by White and male researchers. Mathematics education is also a political project that serves larger racial projects (Martin, 2013). Yet, critical reviews of the extant research literature suggest that the realities and consequences of White supremacy, anti-Black racism, and xenophobia are not globally reflected as considerations in mathematics education research. Even in countries such as Denmark with an important tradition in critical mathematics education (e.g. Skovsmose 1994), these realities have not been addressed in research emanating from that context.*

*In this working group, we call on mathematics education researchers across the globe to more fully engage racial theory in analyzing the conditions and outcomes of mathematics education. The purpose of this Discussion Group is twofold. First, it is aimed at facilitating discussion with colleagues around the world to explore the current state of research directed to uncover the mechanisms and practices responsible for the reproduction and maintenance of racial domination within mathematics education as well as how mathematics education contributes to various forms of domination in local and global contexts. Second, the discussion group serves as a meeting point for mathematics education scholars from around the world to find and imagine different ways of collaborative work that moves the field forward and impacts research, practice, and public policy.*

**Planned structure:**

Tuesday, 16.30-18.00: Planned timeline	Topic	Material / Working format / presenter
16:30 – 16:40	Conceptualizations about race and racism within mathematics education.	Short introduction/DG organizers.
16:40 – 17:20		Background and Framework for the discussion/Short presentation by the DG organizers/Whole group Q&A panel.
17:20 – 17:40		Small group discussion /Participants and DG organizers.
17:40 – 18:00		Conclusions/Whole group discussion/DG organizers.

Friday, 16.30-18.00: Planned timeline	Topic	Material / Working format / presenter
16:30 – 16:40	International focus on race, power, and mathematics education.	Overview/ DG organizers.
16:40 – 17:20		Short presentations by DG organizers /Whole group Q&A panel.
17:20 – 17:40		Small groups discussion/ /Participants and DG organizers.
17:40 – 18:00		Conclusions. Plans for further collaborations/DG organizers.

**References**

- Martin, D.B. (2013). Race, racial projects, and mathematics education. *Journal for Research in Mathematics Education*, 44(1), 316-333.
- Omi, M. & Winant, H. (1994). *Racial formation in the United States*. New York: Routledge.
- Skovsmose, O. (1994). Towards a critical mathematics education. *Educational Studies in Mathematics*, 27(1), 35-57.