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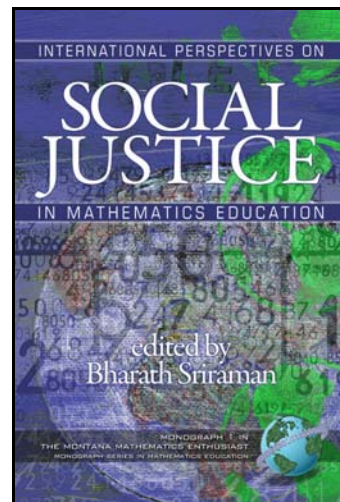
International Perspectives on Social Justice in Mathematics Education

Edited by **Bharath Sriraman**, *The University of Montana*

A Volume in **The Montana Mathematics Enthusiast:
Monograph Series in Mathematics Education**

Series Editor **Bharath Sriraman**, *The University of Montana*

International Perspectives and Research on Social Justice in Mathematics Education is the highly acclaimed inaugural monograph of The Montana Mathematics Enthusiast now available through IAP. The book covers present social, political and ethical issues for the domain of education in general and mathematics education in particular from the perspectives of critical theory, feminist theory and social justice research. The major themes in the book are (1) relevant mathematics, teaching and learning practices for minority and marginalized students in Australia, Brazil, South Africa, Israel, Palestine, and the United States., (2) closing the achievement gap in the U.K, U.S and Iceland across classes, ethnicities and gender, and (3) the political dimensions of mathematics. The fourteen chapters are written by leading researchers in the international community interested and active in research issues of equity and social justice.



"This book...is an astonishing collection of scholarly articles from all over the world offering a kaleidoscope of perspectives of tremendous importance to mathematics educators interested in our shared concern to create a saner, equitable and more peaceful society."

- *Ubiratan D'Ambrosio, Recipient of the 2005 Felix Klein Medal awarded by ICMI*

"The monograph...does not just dwell on the past, and it is neither overly theoretical nor esoteric. Its major strength is that it is in touch with the ever-changing conflicts and struggles faced by teachers and students."

- *Review in ZDM-The International Journal on Mathematics Education*

"...the issues are real and interested readers will find a treasure trove of perspectives on social justice as well as numerous examples of projects that have the purpose of serving this worthy goal"

- *Review in Journal for Research in Mathematics Education*

CONTENTS: On the Origins of Social Justice: Darwin, Freire, Marx and Vivekananda, *Bharath Sriraman*. Home, School, and Community Partnerships in Numeracy Education: An Australian Perspective, *Merrilyn Goos, Tom Lowrie, and Lesley Jolly*. Peace, Social Justice and Ethnomathematics, *Ubiratan D'Ambrosio*. Mathematical Marginalisation and Meritocracy: Inequity in an English Classroom, *Andrew Noyes*. Some Tensions in Mathematics Education for Democracy, *Iben Maj Christiansen*. Undertaking an Archaeological Dig in Search of Pedagogical Relay, *Robyn Zevenbergen and Steve Flavel*. The Mathematics Club for Excellent Students as Common Ground for Bedouin and Other Israeli Youth, *Miriam Amit, Michael N. Fried, and Mohammed Abu-Naja*. Some Thoughts on Passive Resistance to Learning, *Tod L. Shockey and Ravin Gustafson*. Issues of Status and Values in the Professional Development of Mathematics Teachers, *Libby Knott*. Connecting Community, Critical, and Classical Knowledge in Teaching Mathematics for Social Justice, *Eric Gutstein*. How Many Deaths? Education for Statistical Empathy, *Swapna Mukhopadhyay and Brian Greer*. Fundamental Reasons for Mathematics Education in Iceland, *Kristin Bjarnadóttir*. "Before You Divide, You Have to Add": Inter-Viewing Indian Students' Foregrounds, *Ole Skovsmose, Helle Alrø and Paola Valero in collaboration with Ana Paula Silvério and Pedro Paulo Scandiuzzi*. Iceland and Rural/Urban Girls-PISA 2003 Examined from an Emancipatory Viewpoint, *Olof Bjorg Steinhorsdóttir and Bharath Sriraman*. About the Contributors.

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