Persistent iniquities: A twenty-year perspective on "race, sex, socioeconomic status, and mathematics"

Abstract

Calls for mathematics for all and the discourse of equity have become normative in the field of mathematics education. The 1988 publication of Reyes and Stanic’s Race, Sex, Socioeconomic Status, and Mathematics could serve as a marker for this new emphasis. This essay reconsiders their model to orient research; it is the response of the silenced interviewer in conversation with the model’s authors. It is argued that the enforced passivity of mathematics educators has contributed to the twenty years of persistent iniquities in mathematics classrooms. While the model can still be of use within mathematics education, its users must consider its underexplored assumptions by answering why teach mathematics, questioning the demarcation of difference, and allowing for agency. Bringing equitable notions of these assumptions makes possible an approach to public education in which a mathematics education would emerge.
Dominant theoretical perspectives on residential mobility suggest that the persistence of racial disparities reflects group differences in socioeconomic resources, contemporary and historical discrimination in housing markets, and evolving neighborhood preferences. While group differences in housing tenure, socioeconomic status, and other familial and contextual characteristics explain a portion of this gap, Black householders remain significantly less likely to actuate mobility expectations than their White counterparts. Black-White differences in socioeconomic status account for only a small portion of the gap in the effect of mobility expectations. From an economic perspective, activists in favor of same-sex marriage point out that legal marriage brings with it certain entitlements, many of which are financial in nature, like Social Security benefits and medical insurance (Solomonese 2008). Denial of these benefits to gay couples is wrong, they argue. Conflict theory suggests that as long as heterosexuals and homosexuals struggle over these social and financial resources, there will be some degree of conflict. Symbolic Interactionism. Interactionists focus on the meanings associated with sexuality and with sexual orientation. Since femin Persistent Iniquities: A Twenty-Year Perspective on “Race, Sex, Socioeconomic Status, and Mathematic January 2005 · Journal of Mathematics and the Arts. Brian R Lawler. It is argued that the enforced passivity of mathematics educators has contributed to the twenty years of persistent iniquities in mathematics classrooms. While the model can still be of use within mathematics education, its users must consider its underexplored assumptions by answering why teach mathematics, questioning the demarcation of difference, and allowing for agency. Bringing equitable notions of these assumptions makes possible an approach to public education in which a mathematics education would emerge. (b) “Race or sex stereotyping” means ascribing character traits, values, moral and ethical codes, privileges, status, or beliefs to a race or sex, or to an individual because of his or her race or sex. (c) “Race or sex scapegoating” means assigning fault, blame, or bias to a race or sex, or to members of a race or sex because of their race or sex. His or her race or sex, is inherently racist, sexist, or oppressive, whether consciously or unconsciously; (c) an individual should be discriminated against or receive adverse treatment solely or partly because of his or her race or sex; (d) members of one race or sex cannot and should not attempt to treat others without respect to race or sex; (e) an individual’s.