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Nota di contenuto	CONTENTS; ACKNOWLEDGMENTS; FOREWORD by U. D'Ambrosio; INTRODUCTION by Arthur B. Powell and Marilyn Frankenstein; SECTION I: ETHNOMATHEMATICAL KNOWLEDGE by Arthur B. Powell and Marilyn Frankenstein; 1. Ethnomathematics and its Place in the History and Pedagogy of Mathematics by Ubiratan D'Ambrosio; 2. Ethnomathematics by Marcia Ascher and Robert Ascher; SECTION II: UNCOVERING DISTORTED AND HIDDEN HISTORY OF MATHEMATICAL KNOWLEDGE by Arthur B. Powell and Marilyn Frankenstein; 3. Foundations of Eurocentrism in Mathematics by George Gheverghese Joseph 4. Animadversions on the Origins of Western Science by Martin Bernal; 5. Africa in the Mainstream of Mathematics History by Beatrice Lumpkin; SECTION III: CONSIDERING INTERACTIONS BETWEEN CULTURE AND MATHEMATICAL KNOWLEDGE by Arthur B. Powell and Marilyn Frankenstein; 6. The Myth of the Deprived Child: New Thoughts on Poor Children by Herbert P. Ginsburg; 7. Mathematics and Social Interests by Brian Martin; 8. Marx and Mathematics by Dirk J. Struik; SECTION IV: RECONSIDERING WHAT COUNTS AS MATHEMATICAL KNOWLEDGE by Arthur B. Powell and Marilyn Frankenstein

9. Difference, Cognition, and Mathematics Education by Valerie Walkerdine; 10. An Example of Traditional Women's Work as a Mathematics Resource by Mary Harris; 11. On Culture, Geometrical Thinking and Mathematics Education by Paulus Gerdes; SECTION V: ETHNOMATHEMATICAL PRAXIS IN THE CURRICULUM by Arthur B. Powell and Marilyn Frankenstein; 12. Ethnomathematics and Education by Marcelo C. Borba; 13. Mathematics, Culture, and Authority by Munir Fasheh; 14. Worldmath Curriculum: Fighting Eurocentrism in Mathematics by S. E. Anderson; 15. World Cultures in the Mathematics Class by Claudia Zaslavsky
SECTION VI: ETHNOMATHEMATICAL RESEARCH by Arthur B. Powell and Marilyn Frankenstein; 16. Survey of Current Work on Ethnomathematics by Paulus Gerdes; 17. Applications in the Teaching of Mathematics and the Sciences by Rik Pinxten; 18. An Ethnomathematical Approach in Mathematical Education: A Matter of Political Power by Gelsa Knijnik; AFTERWORD by Gloria E Gilmer; CONTRIBUTORS; INDEX

Sommario/riassunto

Presents the emerging field of ethnomathematics from a critical perspective, challenging particular ways in which Eurocentrism permeates mathematics education and mathematics in general. This collection brings together classic, previously published articles and new research to present the emerging field of ethnomathematics from a critical perspective, challenging particular ways in which Eurocentrism permeates mathematics education. The contributors identify several of the field's broad themes--reconsidering what counts as mathematical knowledge, considering interactions between culture and mathematical knowledge, and uncovering hidden and distorted histories of mathematical knowledge. The book offers a diversity of ethnomathematics perspectives that develop both theoretical and practical issues from various disciplines including mathematics, mathematics education, history, anthropology, cognitive psychology, feminist studies, and African studies written by authors from Brazil, England, Australia, Mozambique, Palestine, Belgium, and the United States. Arthur B. Powell is Associate Professor in the Academic Foundations Department at Rutgers University-Newark. He has coauthored *Math: A Rich Heritage* , translated *Sona Geometry: Reflections on the Tradition of Sand Drawings in Africa South of the Equator* , and cotranslated *Sipatsi: Technology, Art and Geometry in Inhambane* . Marilyn Frankenstein is Professor at the Center for Applied Language and Mathematics, College of Public and Community Service at the University of Massachusetts, Boston. She has also written *Basic Algebra and Relearning Mathematics: A Different Third R-Radical Maths* . Together, they are co-founders of the Criticalmathematics Educators Group and members of the Radical Teacher Editorial Collective.
