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Intro -- Contents -- Acknowledgments -- 0. Introduction -- Opening -- Why is this Chapter 0? -- The Prospectus -- Mass Culture and Critical Pedagogy -- Introduction -- Power! -- Reading Popular Culture -- 1. The Best Teacher in America -- Everything Depends on the Teacher -- The Teacher as Myth -- Teacher as Signifier -- Teacher as Hero -- Escalante: The Best Teacher in America -- Unraveling the Myth -- Mathematics Teacher -- Why Does Everything Depend on the Teacher? -- 2. Ezekiel Saw the Wheel: Problem Solving on and off TV -- The Opposition of Method and Content -- Precedent: Professional Knowledge Overrides Teacher Personality -- Teachers as Epistemological Metaphors -- Philosophies of Mathematics Hide the Social -- Pedagogy and Popular Culture -- Game Shows Hit the Jackpot -- Games and Schools -- Probability and Profit -- Problems and Problem Solving -- Imitators and Echoes -- Numbers and Money -- The Transformation of Problem Solving -- 3. Gender and the Construction of Social Problems -- Gender as a Social Problem -- Gender and Sex -- A Political Context -- Liberal Feminist Research: A Professional Context -- Gender as News -- Coda -- -1. Consumer Culture: Power and the Identity Politics of Mathematics Education -- From Critical Literacy, to Popular Culture -- Mathematics as a Cultural Resource -- Danger -- Homage to Whitty and Young -- For(e)ward -- Epilogue/Prologue -- Notes -- Chapter 0 -- Chapter 1 -- Chapter 2 -- Chapter 3 -- Chapter (-1) -- Bibliography -- Index -- A -- B -- C -- D -- E -- F -- G -- H -- I -- J -- K -- L -- M -- N -- O -- P -- Q -- R -- S -- T -- U -- V -- W -- X -- Y -- Z.

This groundbreaking book analyzes contemporary education discourse in the light of curriculum politics and popular culture, using sources ranging from academic scholarship to popular magazines, music video, film and television game shows. Mathematics is used as an "extreme case," since it is a discipline so easily accepted as separable from politics, ethics or the social construction of knowledge. Appelbaum's juxtaposition of popular culture, public debate and professional practice enables an examination of the production and mediation of "common sense" distinctions between school mathematics and the world outside of schools. Terrain ordinarily displaced or excluded by traditional education literature becomes the pendulum for a new conversation which merges research and practice while discarding pre-conceived categories of understanding. The book also serves as an entertaining introduction to emerging theories in cultural studies, progressively illustrating the uses of discourse analysis for comprehending ideology, the implications of power/knowledge links, professional practice as a technology of power, and curriculum as at once commodities and cultural resources. In this way, Appelbaum effectively reveals a direction for teachers, students and researchers to cooperatively form a community attentive to the politics of curriculum and popular culture. Peter M. Appelbaum is Assistant Professor of Curriculum and Instruction at the William Paterson College of New Jersey.