Math Ed Research Discussion Group

Blackgirl face: racialized and gendered performativity in mathematical contexts
TBD (TBD)

Abstract: Paper by Maisie L. Gholson · Danny B. Martin https://doi.org/10.1007/s11858-019-01051-x While race, class, and gender are often treated as well-defined and static identities within mathematics education research, we explore gender, race and class as performances through the case of a middle school Black girl, Cameryn. Scenes from video artifacts are deconstructed using a hermeneutic process to reveal how Cameryn positions herself as a seemingly disinterested, resistant mathematics student through a façade we call blackgirl face. Blackgirl face not only reflects the particularities of Black girlhood for Cameryn but provides a new conceptual lens for understanding mathematics learning as a performance, requiring and enabling children to simultaneously negotiate race, class, and gender.

Monday, November 16 at 11:00 AM in Zoom