

RECOGNIZING THE INVISIBILIZED RELATIONAL LABOR OF BLACK LEARNERS IN THE U.S.: CONCEPTUALIZING RACIALIZED AND GENDERED WORK OF MATHEMATICS LEARNING

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In the wake of the “racial reckoning” in the U.S. sparked most prominently by the murder of George Floyd at the hands of police, there is a growing recognition of the relational labor Black people endure in asserting their humanity in everyday life. The objective of this talk is to animate the importance of race, gender, class, place, and age in a U.S. context and the relational weight these social identities carry in the doing of mathematics. In particular, Black mathematics learners’ racialized and gendered worlds are discussed at multiple ecological scales and across history to illustrate the meaning of relational labor in the face of anti-Blackness. The ethical implications and various costs, including the material, health, and psychological, of such relational labor is explored giving particular attention to young Black learners.

References

Austin, J. L., & Howson, A. G. (1979). Language and mathematical education. *Educational Studies in Mathematics*, 10, 161-197.

Last names of the authors in the order as on the paper