

A & I FLC Working Group - Mathematics, Business, and Sciences

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Lib Guide Overview:

Are you interested in exploring issues of diversity, equity, and inclusion? Interested in anti-racism and intersectionality? Are you situated in mathematics education, science, science education, and/or business? If so, this resource is for you!

The resources below are designed with university faculty in mind, though many of them are helpful beyond academia. With that said, resources are organized into general resources and then discipline specific resources for each of the following: science / science education, business, and mathematics education. Within each of these categories there are steps to guide the reader:

- **Step 0:** Getting Started
- **Step 1:** Gaining an Understanding
- **Step 2:** Taking Action

GENERAL RESOURCES

Step 0: Getting Started

- Definitions
 - What is antiracism?
 - As defined by Ibram X. Kendi, a racist is someone “who is supporting a racist policy through their actions or inaction or expressing a racist idea.” An antiracist is someone “who is supporting an antiracist policy through their actions or expressing an antiracist idea.”
 - Ibram X. Kendi Defines Antiracism - Penguin Books
 - <https://www.penguin.co.uk/articles/2020/june/ibram-x-kendi-definition-of-antiracist.html>
 - (This webpage discusses Kendi’s definition of antiracism and its distinction from not racist.)
 - Being Antiracist - National Museum of African American History and Culture
 - <https://nmaahc.si.edu/learn/talking-about-race/topics/being-antiracist>
 - (This resource discusses the different types of racism including individual, interpersonal, institutional, and structural racism. It also includes reflection questions for readers’ continued exploration of antiracism.)
 - What is intersectionality?
 - As explained by Kimberle Crenshaw, intersectionality is the identification of “how people who are both women and people of color are marginalized by “discourses that are shaped to respond to one (identity) or the other, rather than both.”
 - What’s Intersectionality? Let These Scholars Explain the Theory and Its History - Time.com - March 29, 2019
 - <https://time.com/5560575/intersectionality-theory/>
 - (This article discusses the theory and history of intersectionality.)
 - Kimberle Crenshaw’s TED Talk on the Urgency of Intersectionality
 - https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en
 - (This video has received millions of views and is known for its passionate call for understanding of intersectionality and its effects.)
 - Why is there a need for this kind of work?
 - #shutdownstem #shutdownacademica - June 10, 2020
 - <https://www.shutdownstem.com>
 - (This page calls for action to eradicate anti-Black racism in academia.)

- Resources
 - What Anti-Racism Really Means for Educators - Learning for Justice - September 11, 2020
 - <https://www.tolerance.org/magazine/what-antiracism-really-means-for-educators>
 - (This resource discusses what it means to be an anti-racist educator.)
 - What Anti-racist Educators Do Differently - The Atlantic - June 17, 2020
 - <https://www.theatlantic.com/education/archive/2020/06/how-be-anti-racist-teacher/613138/>
 - (This article discusses how anti-racist educators view the success of Black students as central to the success of their own teaching.)
 - After Colleges Promised to Increase It, Hiring of Black Faculty Declined - Matt Krupnick - The Hechinger Report - October 2, 2018
 - <https://hechingerreport.org/after-colleges-promised-to-increase-it-hiring-of-black-faculty-declined/>
 - (This article discusses hiring data of Black faculty at colleges.)
 - Professors Still More Likely Than Students to be White - Colleen Flaherty - Inside Higher Ed - August 1, 2019
 - <https://www.insidehighered.com/quicktakes/2019/08/01/professors-still-more-likely-students-be-white>
 - (This article discusses the racial and ethnic diversity among U.S. college faculty compared to students.)
 - Diversity, Equity, and Inclusion Materials for the Elementary Classroom - Lisa Jarrell - Ball State University - March 4, 2021
 - <https://www.youtube.com/watch?v=Fu56yQrWgm4&feature=youtu.be>
 - (This webinar discusses diversity, equity and inclusion in elementary education.)
 - Sensoy, O. & DiAngelo, R. (2012). *Is everyone really equal? An introduction to key concepts in social justice education*. New York, NY: Teachers College Press.
 - Introduces readers to social justice education and discusses common stumbling blocks to understanding social justice. This resource includes examples, scenarios, and vignettes that help unpack issues of justice in a user-friendly, accessible manner. Great for secondary students, teachers, and teacher educators!
 -

Step 1: Looking Inward

- **Implicit bias**
 - Take the Race, Disability, and Sexuality [Harvard Implicit Bias Tests](#)
 - https://philanos.org/resources/Documents/Conference%202020/Pre-Read%20PDFs/Continuum_AntiRacist.pdf (This document is a continuum on becoming an anti-raict multicultural organization which begins at exclusionary institution to a fully inclusive anti-racist multicultural organization in a transformed society.)
 - [Addressing Implicit Bias in STEM](#)

- **Antiracism and Intersectionality**
 - [Culture-3.pdf](#) (This link takes you to a book chapter on social issues in the news. The learning objectives for this chapter will describe examples of how culture influences behavior and why sociologists might favor cultural explanations of behavior over biological explanations.)
 - [Anti-Racism Self-Assessment Tool.pdf](#) (This resource is a self-assessment tool to address anti-racism in multiple areas: accountability of self, accountability of others, in hiring practices for (students & staff), supervision of (students & staff), student development, professional framework, personal/professional development, and institutional advocacy/accountability).
 - Intersectionality in the Geosciences
<https://www.tandfonline.com/doi/full/10.1080/10899995.2019.1675131> (This resource is a peer-reviewed article from the Journal of Geoscience Education (2020) 68 (2), titled “Applying an intersectionality lens to expand equity in the geosciences.”)
- **Colorblindness and White Fragility**
 - 7 Reasons Why ‘Colorblindness’ Contributes to Racism Instead of Solves It - Everyday Feminism
 - www.everydayfeminism.com/2015/02/colorblindness-adds-to-racism (This resource is a article from Everyday Feminism which argues that colorblindness as a concept is problematic, instead the authors would like to acknowledge that colorblindness as a term is problematic, as it could easily be considered and example of ableist language. For example “Colorblindness invalidates people’s identities... Download to read all seven reasons why colorblindness contributes to racism instead of solving it.)
 - The Characteristics of White Supremacy Culture - Kenneth Jones and Tema Okun
 - www.showingupforracialjustice.org/white-supremacy-culture-characteristics.html (This resource lists some of the key characteristics of white supremacy culture. The top characteristic is perfectionism which states it is more common to point out either how the person or work is inadequate. Download to explore the other characteristics common to this white supremacy mindset.)
 - White Fragility: Why It’s So Hard to Talk to White People About Racism - Good Men Project
 - www.goodmenproject.com/featured-content/white-fragility-why-its-so-hard-to-talk-to-white-people-about-racism-twlm (This article written by Dr. Robin DiAngela explains why white people implode when talking about race. This is a must read if you are guilty of this sentiment.)
 - "My Ancestors Didn't Own Slaves": Understanding White Talk about Race - Jennifer Seibel Trainor
 - www.jstor.org/stable/40171701 (This preview gives you an excerpt to the article to address the problem of White racism in the classroom, proposing

a way of reading racist discourse that takes into account its emotional dimension and hence its persuasive appeal for White students. You can access the full essay by logging into the library with your BSU login credentials.)

- White People Are Noticing Something New: Their Own Whiteness - New York Times
 - www.nytimes.com/2018/06/13/magazine/white-people-are-noticing-something-new-their-own-whiteness.html (This brief article from the New York Times Magazine (2018) discusses first how “White people are observing one another’s whiteness with unfamiliar intensity.” Secondly, “White people are losing the luxury of non-self-awareness, and emotionally complicated shift that we are not always taking well.” Download if you want to see how to address these issues if you find yourself guilty or unfamiliar how to navigate your own whiteness.)
- Why Talk About Whiteness? - Emily Chiariello on Learning for Justice
 - www.learningforjustice.org/magazine/summer-2016/why-talk-about-whiteness (This resource from Learning for Justice discusses “Why Talk About Whiteness?...then concurs we can’t talk about racism without it.” This brief magazine feature article has additional resources embedded within to allow you to read more on select topics such as “What is White Privilege, Really?”)
- Seeing White – Scene on Radio – Podcast – Season 2
 - <https://www.sceneonradio.org/seeing-white/> (This resource is a set of podcasts you can watch on YouTube via the Internet. There are 15 podcasts to view with topics ranging from “Turning the Lens to A Racial Cleansing in America.)
- Race: The Power of Illusion – The House We Live In – Part 3:
 - <https://vimeo.com/265756935> (This resource is a 60 minute video sponsored by vimeo to discuss the house we live in.)

Step 2: Taking Action

How to continue to educate yourself, groups you can join to continue the work?

- Erskine and Bilimoria, “[White Allyship of Afro-Diasporic Women in the Workplace: A Transformative Strategy for Organizational Change](#)”
- Kimberlé Crenshaw, “Why Intersectionality Can’t Wait”: <https://www.washingtonpost.com/news/in-theory/wp/2015/09/24/why-intersectionality-cant-wait/>
- [Word doc version in case you can't access *The Washington Post*.](#)
- [download](#)
- [Kimberlé Crenshaw, “The Urgency of Intersectionality” Ted Talk](#)
- [\(Links to an external site.\)](#)(warning: this video contains images of violence against Black women.)
- Nathian Rodriguez,“[Intersectionality & Latinx as Digital Disruptions of Identity](#)”

- [“A Letter from Young Asian-Americans to Their Families About Black Lives Matter” \(Code Switch Podcast\)](#)
- Viet Thanh Nguyen, [“Asian Americans Are Still Caught in the Trap of the ‘Model Minority’ Stereotype. And It Creates Inequality for All”](#)

DISCIPLINE SPECIFIC RESOURCES--SCIENCE AND SCIENCE EDUCATION

Step 0: Getting Started

- Sciences and/or Science Education:
 - Introductory article by *Nature*
<https://www.nature.com/articles/s41561-019-0519-z>
 - Help for effective recruitment in the geosciences by GSA
<https://www.geosociety.org/gsatoday/archive/21/6/article/i1052-5173-21-6-52.htm>
 - A call for action by AGU <https://eos.org/articles/geoscience-commits-to-racial-justice-now-weve-got-work-to-do>
 - Addressing racial Equity in Sciences
<https://www.americangeosciences.org/community/diversity-framework>
- Science Education:
 - [Are you racist? 'No' isn't a good enough answer – video](#) Links to an external site.

Step 1: Gaining an Understanding

- Sciences:
 - [AIPG Racial Justice & Geology Resources](#)
 -
- Science Education:
 - Nice White Parents podcast: <https://www.nytimes.com/2020/07/23/podcasts/nice-white-parents-serial.htm>
 - [What Anti-racist Teachers Do Differently](#)
 - [What Anti-racism Really Means for Educator](#)

Step 2: Taking Action

- Science:
 - PowerPoints for six geology topics with racist connections:
<https://geo-context.github.io/>
 - Creating welcoming Departments
https://serc.carleton.edu/geoethics/prof_diversity.html
 - Behaviors inducing a non-inviting Departments (including bias and aggressions)
https://serc.carleton.edu/geoethics/prof_impactbehaviors.html
 -
- Science Education:
 - [Student Antiracism and Intersectionality Advisory Council \(SAIAC\) Website of Resources](#) Links to an external site.
 - Additional STEM Resources:
 - Below are additional collections of resources that may be helpful
 - Social Justice Math and Science Curricular Resource List by Kari Kokka:

- https://docs.google.com/document/d/1-VW-nhAuFebzq4jJk66y_r4RXe2MMMLKhf_awxj6Qyg/edit
- **Anti-Racism Resources and Articles for STEM Educators**
Compiled by Dr. Kathy Chen, STEM Education Center at WPI
 - <https://www.wpi.edu/sites/default/files/inline-image/Academic-Resources/STEM-Education-Center/Teacher%20Resources%20-%20AntiRacism%20in%20STEM.pdf>

DISCIPLINE SPECIFIC RESOURCES--BUSINESS

Step 0: Getting Started

- Getting Serious About Diversity: Enough Already with the Business Case - Robin J. Ely and David A. Thomas - Harvard Business Review - Nov.-Dec. 2020
 - <https://hbr.org/2020/11/getting-serious-about-diversity-enough-already-with-the-business-case>
 - (This article challenges readers to demonstrate the value of diversity beyond the traditional business case mindset.)
- Toward a Racially Just Workplace - Laura Morgan Roberts and Anthony J. Mayo for the Harvard Business Review - November 14, 2019
 - <https://hbr.org/2019/11/toward-a-racially-just-workplace>
 - (This article argues that diversity efforts are failing Black employees and proposes alternative actions.)
- Why Your Lack of Diversity Is Hurting Your Business - Lisa Curtis for Forbes - November 23, 2019
 - www.forbes.com/sites/lisacurtis/2019/11/23/why-your-lack-of-diversity-is-hurting-your-business/?sh=3db51f552782
 - (This article argues that businesses are hurt by a lack of diversity and proposes steps businesses can take to examine a lack of diversity.)

Step 1: Gaining an Understanding

- A Question of Color: A Debate on Race in the U.S. Workplace - David A. Thomas and Suzy Wetlaufer for the Harvard Business Review - Sept.-Oct. 1997
 - <https://hbr.org/1997/09/a-debate-on-race-in-the-us-workplace>
 - (This article discussed diversity in U.S. businesses in the late 1990's. and provides a historical context.)
- Racism in the Profession is Real: Here's How to Build Diversity - Accounting Today - Iralma Pozo - June 10, 2020
 - www.accountingtoday.com/opinion/building-opportunities-for-a-more-diverse-accounting-profession
 - (This article discusses racism in the accounting profession and proposes actions to increase diversity.)
- When Will We Be Able to Breathe in Accounting? - The CPA Journal - Anton Lewis - September 2020
 - www.cpajournal.com/2020/09/30/when-will-we-be-able-to-breathe-in-accounting
 - (This article discusses antiracism in the accounting profession.)

Step 2: Taking Action

- Diversity Inc.
 - <https://www.diversityinc.com/>
 - (This group's mission is to bring education and clarity to the business benefits of diversity. The site contains hundreds of great resources.)

- Accounting Firms' Antiracism Action Statements:
 - EY - Commitment to Anti-Racism
 - www.ey.com/en_us/purpose/ey-commitment-to-anti-racism
 - KPMG - Reflecting on KPMG's Role in Advancing Racial Equity and Justice
 - www.linkedin.com/pulse/reflecting-kpmgs-role-advancing-racial-equity-justice-paul-knopp
 - PwC - What PwC is Doing to Stand Up Against Racism
 - www.pwc.com/us/en/press-releases/what-pwc-is-doing-to-stand-up-against-racism.html
 - Deloitte - Taking action against systemic bias, racism, and unequal treatment
 - <http://www2.deloitte.com/us/en/pages/about-deloitte/articles/action-against-systemic-bias-racism-and-unequal-treatment.html>
- Business' Antiracism Action Statements:
 - Biopharma CEO's Call for Action on Systemic Racism - Across America and in Their Own Ranks - Fierce Pharma - Eric Sagonowsky, Kyle Blankenship, and Beth Snyder Bulik - June 3, 2020
 - <https://www.fiercepharma.com/pharma/as-discussions-about-racism-inequality-play-out-nationwide-biopharma-ceos-speak-up>
 - (This article discusses calls for antiracism action from biopharma companies like Pfizer, Merck, and Vertex.)
 - HP - Leading with our Values - LinkedIn - May 30, 2020
 - <https://www.linkedin.com/pulse/leading-our-values-enrique-lores/>
 - (This post discusses HP's statement after the murders of George Floyd, Breonna Taylor, and Ahmaud Abbery.)
 - American Express - Our Commitment to Standing Up for African American Colleagues and the Black Community - June 3, 2020
 - <https://about.americanexpress.com/all-news/news-details/2020/Our-Commitment-to-Standing-Up-for-African-American-Colleagues-and-the-Black-Community/default.aspx>
 - (This article contains the company's statement on antiracism released in the summer of 2020.)

DISCIPLINE SPECIFIC RESOURCES--MATHEMATICS EDUCATION

Step 0: Getting Started

- **What is Anti-Racist Mathematics?**
 - *The Mo(ve)ment to Prioritize Anti-Racist Mathematics:* <https://www.todos-math.org/assets/The%20Movement%20to%20Prioritize%20Antiracist%20Mathematics%20Ed%20by%20TODOS%20June%202020.edited.pdf>
 - This link offers insight into the need for anti-racism as well as what this might look like in action.
 - *Mathematics Education Through the Lens of Social Justice:* https://www.todos-math.org/assets/docs2016/2016Enews/3.pospaper16_wtodos_8pp.pdf
 - A joint position statement from the National Council of Supervisors of Mathematics and TODOS: Mathematics for ALL.
- **The Importance of Identity in Mathematics Education**
 - Aguirre, J., Mayfield-Ingram, K., & Martin, D. (2013). *The impact of identity in K-8 mathematics: Rethinking equity-based practices* (pp. 27-39). Reston VA: The National Council of Teachers of Mathematics.
 - Outlines an equity-based practice framework for teaching mathematics. Provides accessible readings on re-thinking mathematics learning, identity and equity, including unpacking mathematics identity and mathematics teacher identity. Sample lessons and activities included.

Step 1: Gaining an Understanding

- **Learn About Contributions of Historically Marginalized Groups in Mathematics**
 - Women in mathematics: <http://www.agnesscott.edu/Lriddle/women/women.htm>
 - Mathematicians of the African Diaspora: <http://www.math.buffalo.edu/mad/00.INDEXmad.html>
- **Joseph, N. M., Haynes, C., & F. Cobb (Eds.). (2016). *Interrogating whiteness and relinquishing power* (27-42). New York: Peter Lang.**
 - This book links issues of inclusion to teacher excellence at all levels by illustrating the importance of race consciousness on the behaviors of white faculty, specifically in STEM areas.
- **The Collective Black and *Principles to Action*, 2015 NCTM Talk by Danny Martin:** <http://ed-osprey.gsu.edu/ojs/index.php/JUME/article/view/270/169>
 - Summary of the political nature of mathematics education and a call to action to name and address structural inequities in mathematics education.
- **Gutiérrez, R. (2016). Strategies for creative insubordination in mathematics teaching. *Teaching for Equity and Excellence in Mathematics*, 7(1), 52-60.**
 - This article discusses the importance of “political agility” for mathematics teachers and outlines strategies for everyday interactions with administrators, colleagues, parents, and students when political scenarios related to mathematics teaching and learning arise.

Step 2: Taking Action

- **Get involved with Equity-centered Professional Organizations:**
 - TODOS: Mathematics for All: <https://www.todos-math.org>
 - Benjamin Banneker Association: <http://bbamath.org>

- **Mathematics Teacher Educators:**
 - Math Ed Collective: <https://mathedcollective.wordpress.com>
 - Resources to express and exhibit solidarity with U.S. math educators and organizations under attack.
 - Gutiérrez, R. (2017). Political conocimiento for teaching mathematics: Why teachers need it and how to develop it. In S. Kastberg, A. M. Tyminski, A. Lischka, & W. Sanchez (Eds.), *Building support for scholarly practices in mathematics methods* (pp. 11–38). Charlotte, NC: Information Age.
 - Discusses strategies for working with prospective teachers.
 - Gutiérrez, R. (2017). Why Mathematics (Education) was Late to the Backlash Party: The Need for a Revolution. *Journal of Urban Mathematics Education* 10(2), 8-24. Retrieved at <https://jume-ojs-tamu.tdl.org/jume/index.php/JUME/article/view/347>
 - Situates the more recent struggles of mathematics education as a discipline within the broader landscape of struggles in other disciplines with an eye on what the field of mathematics education might learn.

- **Curricular Resources in Working with K-12 Teachers:**
 - Rethinking Schools: www.rethinkingschools.org
 - A website about rethinking typical structures and schools
 - The Algebra Project (www.algebra.org)
 - This project was started by civil rights activist Bob Moses
 - Learning For Justice: <https://www.learningforjustice.org/classroom-resources/lessons>
 - Lesson planning resource for integrating issues of justice into mathematics and other areas.
 - Mathalicious: <https://www.mathalicious.com>
 - Resources for real-world, standards-based lessons for middle and high school.
 - Radical Math: www.radicalmath.org
 - Resources for educators interested in integrating social and economic into their math classes and curriculum.

- **Additional STEM Resources:**
 - **Below are additional collections of resources that may be helpful**
 - **Social Justice Math and Science Curricular Resource List by Dr. Kari Kokka:**
 - https://docs.google.com/document/d/1-VW-nhAuFebzq4jJk66y_r4RXe2MMMLKhf_awxj6Qyg/edit
 - **Anti-Racism Resources and Articles for STEM Educators**
Compiled by Dr. Kathy Chen, STEM Education Center at WPI
 - <https://www.wpi.edu/sites/default/files/inline-image/Academic-Resources/STEM-Education-Center/Teacher%20Resources%20-%20AntiRacism%20in%20STEM.pdf>

Other Resources about Race and Mathematics Education

Martin, D. B. (2009). Researching race in mathematics education. *Teachers College Record*, 111(2), 295–338.

https://www.researchgate.net/publication/237449611_Researching_Race_in_Mathematics_Education

Martin, D. B. (2013). Race, racial projects, and mathematics education. *Journal for Research in Mathematics Education*, 44(1), 316–333.

https://www.researchgate.net/publication/259749661_Race_Racial_Projects_and_Mathematics_Education

Gholson, M. & Martin, D. B. (2014). Smart girls, black girls, mean girls, and bullies: At the intersection of identities and the mediating role of young girls' social network in mathematical communities of practice. *Journal of Education*, 194, 19-33.

https://www.researchgate.net/publication/322033323_Smart_Girls_Black_Girls_Mean_Girls_and_Bullies_At_the_Intersection_of_Identities_and_the_Mediating_Role_of_Young_Girls'_Social_Network_in_Mathematical_Communities_of_Practice

Martin, D. B., Anderson, C. R., & Shah, N. (2017). Race and mathematics education. In J. Cai (Ed.), *Compendium for Research in Mathematics Education* (pp. 607–636). National Council of Teachers of Mathematics.

Parks, A. N., & Schmeichel, M. (2012). Obstacles to addressing race and ethnicity in mathematics education literature. *Journal for Research in Mathematics Education*, 43(3), 238–252.

https://www.researchgate.net/publication/259749639_Obstacles_to_Addressing_Race_and_Ethnicity_in_the_Mathematics_Education_Literature#fullTextFileContent

Stinson, D. W. (2011). Race in mathematics education research: Are we a community of cowards? [Editorial]. *Journal of Urban Mathematics Education*, 4(1), 1–6.

https://www.researchgate.net/publication/276027047_EDITORIAL_Race_in_mathematics_education_Are_we_a_community_of_cowards

Stinson, D. W. (2013). Negotiating the “white male math myth”: African American male students and success in school mathematics. *Journal for Research in Mathematics Education*, 44(1), 69–99.

<https://pubs.nctm.org/view/journals/jrme/44/1/article-p69.xml>

Other Resources about Racism and Mathematics Education

A Pathway to Equitable Math Instruction: Dismantling Racism in Mathematics Instruction

https://equitablemath.org/wp-content/uploads/sites/2/2020/11/1_STRIDE1.pdf

Can mathematics be antiracist? <https://blogs.ams.org/inclusionexclusion/2020/01/31/can-mathematics-be-antiracist/>

<https://blogs.ams.org/blogonmathblogs/2020/06/21/what-does-anti-racist-mathematics-look-like/>

<https://blogs.ams.org/inclusionexclusion/2020/01/31/can-mathematics-be-antiracist/>

<https://blogs.ams.org/inclusionexclusion/2020/02/29/interrogating-whiteness-in-stem-a-book-discussion/>

Bathey, D. (2013). Access to mathematics: A possessive investment in whiteness. *Curriculum Inquiry*, 43(3), 332–359.

https://www.academia.edu/24033705/Access_to_Mathematics_A_Possessive_Investment_in_Whiteness

Bathey, D., & Leyva, L. A. (2016). A framework for understanding whiteness in mathematics education. *Journal of Urban Mathematics Education*, 9(2), 49–80.

<https://files.eric.ed.gov/fulltext/EJ1124962.pdf>

D’Ambrosio, B., Martin, D. B., Frankenstein, M., Moschkovich, J., Gutiérrez, R., Taylor, E., Kastberg, S., & Barnes, D. (2013). Addressing racism. *Journal for Research in Mathematics Education*, 44(1), 23–36.

Davis, J., & Martin, D. B. (2008). Racism, Assessment, and Instructional Practices: Implications for Mathematics Teachers of African American Students. *Journal of Urban Mathematics Education*, 1(1), 10-34.

<https://journals.tdl.org/jume/index.php/JUME/article/view/14/8>

Harper, F. K., Maher, E. M., & Jung, H. (2021). Whiteness as a Stumbling Block in Learning to Teach Mathematics for Social Justice. *Investigations in Mathematics Learning*, 13(1), 5-17, DOI: 10.1080/19477503.2020.1827662

<https://www.tandfonline.com/doi/abs/10.1080/19477503.2020.1827662>

Lawler, B. (2016). To Rectify the Moral Turpitude of Mathematics Education. *Mathematics Education Research Journal*, 9, 11-28.

https://www.researchgate.net/publication/312029794_To_Rectify_the_Moral_Turpitude_of_Mathematics_Education/references

Martin, D., Gholson, M., & Leonard, J. (2010). Mathematics as gatekeeper: Power and privilege in the production of power. *Journal of Urban Mathematics Education*, 3(2), 12–24.

<https://journals.tdl.org/jume/index.php/JUME/article/view/95/57>

Martin, D. B. (2019). Equity, inclusion, and antiblackness in mathematics education. *Race Ethnicity and Education*, 22(4), 459-478, DOI: [10.1080/13613324.2019.1592833](https://doi.org/10.1080/13613324.2019.1592833)

https://www.researchgate.net/publication/332733778_Equity_inclusion_and_antiblackness_in_mathematics_education#fullTextFileContent

McGee, E. O., & Martin, D. B. (2011). “You would not believe what I have to go through to prove my intellectual value!” Stereotype management among academically successful Black mathematics and engineering students. *American Educational Research Journal*, 48(6), 1347– 1389.

<https://journals.sagepub.com/doi/10.3102/0002831211423972>

Meaney, T. (2013). The privileging of English in mathematics education research, just a necessary evil? In M. Berber, K. Brodie, V. Firth, & K. Le Roux (Eds.), *Proceedings of the 7th Mathematics, Education and Society Conference* (vol. 1, pp. 65–84). Cape Town, South Africa: MES7.

Rubel, L. (2017). Equity-directed instructional practices: Beyond the dominant perspective. *Journal of Urban Mathematics Education*, 10(2), 66–105.

Rubel, L. (2017). Equity-directed instructional practices: Beyond the dominant perspective. *Journal of Urban Mathematics Education*, 10(2), 66–105.

Salazar, S. B. (2019). Explaining how racism can be locally disrupted in a mathematics classroom. *Revista Internacional de Pesquisa em Educação Matemática*, 9(1), 112-138.

<http://sbem.iuri0094.hospedagemdesites.ws/revista/index.php/ripem/article/view/2082/pdf>

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