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**Negotiating the “white male math myth”: African American male students and success in school mathematics.**

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Summary: This article shows how equity research in mathematics education can be decentered by reporting the “voices” of mathematically successful African American male students as they recount their experiences with school mathematics, illustrating, in essence, how they negotiated the White male math myth. Using post-structural theory, the concepts discourse, person/identity, and power/agency are reinscribed or redefined. The article also shows that using a post-structural reinscription of these concepts, a more complex analysis of the multiplicitous and fragmented robust mathematics identities of African American male students is possible – an analysis that refutes simple explanations of effort. The article concludes, not with “answers,” but with questions to facilitate dialogue among those who are interested in the mathematics achievement and persistence of African American male students – and equity and justice in the mathematics classroom for all students.

*Classification:* C60 C30

*Keywords:* African American students; males; high school students; academic persistence; mathematics achievement; secondary school mathematics; socialization; self-concept; equity; diversity; socio-economical status

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