Ethnomathematics in the global episteme: Quo Vadis?


Summary: This chapter discusses scholarly work in the field of ethnomathematics from three perspectives that seem to encompass much of the current work in the field: challenging Eurocentrism in mathematics; ethnomathematics praxis in the curriculum; and ethnomathematics as a field of research. We identify what we perceive to be strengths and weaknesses of these three perspectives for today’s learners who are faced with forces of a global nature. We propose a less traditional view of ethnomathematics that is compatible with postnational, global identities, and exemplify this approach through a professional development program in California. Finally, we raise several issues for future discussions relative to ethnomathematical theory and practice.

Classification: A60

Keywords: ethnomathematics

doi:10.1007/978-1-4020-5908-7_12