

ZMATH 1998c.01595

Appelbaum, P.M.

Popular culture, educational discourse, and mathematics.

SUNY Press, Albany, NY (ISBN 0-7914-2270-4). 317 p. (1995).

This book analyzes contemporary education discourse in the light of curriculum politics and popular culture, using sources ranging from academic scholarship to popular magazines, music video, film and television game shows. Mathematics is used as an "extreme case", since it is a discipline so easily accepted as separable from politics, ethics or the social construction of knowledge. Appelbaum's juxtaposition of popular culture, public debate and professional practice enables an examination of the production and mediation of "common sense" distinctions between school mathematics and the world outside of schools. Terrain ordinarily displaced or excluded by traditional education literature becomes the pendulum for a new conversation which merges research and practice while discarding pre-conceived categories of understanding. (orig.) The book contains the following chapters: Introduction; The best teacher in America; Ezekiel saw the wheel: problem solving on and off TV; Gender and the construction of social problems; Consumer culture: power and the identity politics of mathematics education.

Classification: A40

Keywords: socio-cultural aspects