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Rehumanizing mathematics: should that be our goal?

For far too long, we have embraced an "equity" standpoint that has been poorly defined (Gutierrez, 2002) or constantly shifting (NCTM, 2008). It has been difficult to assess progress beyond closing the achievement gap or recruiting more diverse students into the mathematical sciences. Instead, we should rehumanize mathematics, which considers not just access and achievement, but the politics in teaching and mathematics. This approach highlights: 1) what might be some dehumanizing experiences in mathematics for students and teachers and 2) how students could be provided with windows and mirrors onto the world and ways of relating to each other with dignity. As such, we can begin to think differently about student misconceptions, teachers as identity workers, and why it is not just that diverse people need mathematics but mathematics needs diverse people (Gutierrez, 2002; 2012). I present eight dimensions of a rehumanized mathematics classroom (participation/positioning; cultures/histories; windows/mirrors; living practice; broadening maths; creation; body/emotions; and ownership) as well as how mathematicians and mathematics educators can take risks in ensuring those happens in small and large ways. (Received September 25, 2017)