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Erin R Moss* (erin.moss@millersville.edu). *Progress and Resistance in Exploring Social Justice Mathematics with Graduate Students.*

“Equity Issues in Mathematics Education,” a course I developed for my university’s M.Ed. in Mathematics students, primarily serves practicing secondary mathematics teachers. Topics include: the achievement gap; the “reivement gap”; culturally-relevant pedagogy; tracking; issues of identity, power, and privilege in math education; and mathematics for social justice. In addition to reading both scholarly and practitioner-oriented articles about math for social justice, I gave students two related written assignments. The first assignment was to select a task from the book *Rethinking Mathematics*, design a full lesson plan incorporating the task, and teach it to classmates. The second assignment required each student to develop his or her own math lesson involving a real-life social justice issue of their choosing. As expected, I encountered resistance to challenging the status quo. However, in several instances, exploring social issues in the context of mathematics helped students come to a deeper understanding of the ways people are marginalized in American society. In this presentation, I will provide participants with copies of the assignment descriptions, explain the implementation of each assignment, and discuss the content of the lessons designed by students. (Received September 13, 2016)