

1135-AB-3243 **Danny Bernard Martin*** (<mailto:dbmartin@uic.edu>), University of Illinois at Chicago, 1040 W. Harrison Street (MC147), Chicago, IL 60607. *Black learners, citizenship, and the desegregation of mathematics.*

How has equity-oriented discourse in mathematics (education) sustained itself despite the failure of multiple efforts to radically respond to Black oppression and dehumanization? One reason is that equity is offered up to dominant white audiences and marginalized Black audiences with similar appeals but different promises and consequences. Nearly all modern mathematics education reforms have anchored themselves in the slogan system of Mathematics for All. This weak call to desegregate resonates with white liberalism but does not radically alter the status quo. White institutional spaces, including mainstream mathematics (education), remain content with metering out incremental, slow changes in Black "achievement" and representation. For Black learners, the lure of inclusion and broader participation in mainstream mathematics often include implied promises of integration and fuller citizenship but in reality require assimilation into the existing culture of mathematics (education). Rarely are the reform rhetorics of inclusion and broader participation interrogated to ask what kind of participants and citizens Black learners are expected or allowed to be within the political project of mainstream mathematics (education). In this talk, I offer brief elaborations of these points. (Received October 06, 2017)