

Series Preface

The third volume in the series *Advances in Mathematics Education* deals with current equity issues in mathematics education. It addresses 21st century issues involving minorities whose lives are complexly intertwined within/against the dominant discourse. Further, due to the blurring of gender lines and the porosity of upward mobility, referring to the possibility of development in the social ladder, research studies on differences between groups have also become increasingly nuanced. Thus, the volume concentrates on perspectives that involve gender, culture, and diversity. Educational systems have been anchored in the Western Anglo-Saxon system of patriarchal hegemony and the under-appreciation of females drawn from various historical, cultural, and social forces, which should lead us to consider more encompassing concerns drawn from recent discussions in philosophy, feminist theory, and social justice.

While the volume contains many new papers, however, it preserves the special flavor of the series, namely, its close ties to *ZDM—The International Journal on Mathematics Education*—that was the basis of many of the topical and highly influential papers. The first section of the volume, which involves gender, begins with the groundbreaking paper of Leone Burton, *Moving Towards a Feminist Epistemology of Mathematics*, which was first published in 1995. Burton's article sets the scene with an embracing new perspective on mathematics from a radical feminist perspective followed by several chapters that involve an empirical methodology. These chapters underscore the view that a feminist perspective on mathematics and its epistemology is overdue. The next section broadens the debate by bringing to bear issues involving culture, race, ethnicity, and indigeneity. The third section focuses on equity and curriculum diversity and narrows down the debates on schooling and its influences on equity or institutionalized inequity. The final section attempts to thread a new direction in matters involving equity by discussing aspects of biology, one of the hot potatoes of the debate on gender in the 1970s, and the emerging topic of neuroscience. These approaches seem capable of overcoming the classical borderline, that is, those paralyzing distinctions that characterize the different strands of the debate.

The voices in this volume represent a truly international and secular reach across cultures and institutions. Both of us knew Leone Burton personally, and we are certain that she would have been very proud of this volume.

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Gender, Culture, and Diversity

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