

We Real Cool: A Phenomenology of Mathematics Remediation as a Confidence Game and the Sociology of Mathematics Learning

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1pm-2pm*
Room 2121, Benjamin Building
(Complimentary lunch will be provided *before* the talk
from 12pm-1pm)

Abstract:

Recognizing the gatekeeping function of mathematics as curricular discipline has been a longstanding subject of mathematics education research and scholarly debate. Difficult and complex questions about *how* this gatekeeping occurs, however, have been explored less frequently. Furthermore, everyday social occurrences by which mathematics gatekeeping and racialized inequity intersect have received even less attention. In this talk, I will re-introduce and discuss the *cooling out phenomenon in education* (COPE), a concept that originates in sociology and has re-emerged across several academic disciplines, including higher education. This time, the purpose is to understand how COPE functions amid Black undergraduates' experiences within remedial mathematics courses. Drawing on two recent studies in which I analyzed series of interviews, I discuss the ways that COPE unfolds amid study participants' experiences, who and what processes may be involved in COPE, and implications regarding COPE for mathematics education research more broadly.

Bio:

Gregory V. Larnell is an assistant professor in the Department of Curriculum and Instruction at the University of Illinois at Chicago. Dr. Larnell's research interests include mathematics-learning experiences and mathematics-curricular transitions, with particular attention to identity, intersectionality, and inequity. Prior to coming to UIC, he earned an undergraduate degree in mathematics and African American studies from Lake Forest College and a doctoral degree in mathematics education from Michigan State University in 2011. His published work centers on topics such as mathematics identifying and stereotyping, K-16 mathematics curriculum, remedial mathematics education, community colleges, and urban mathematics education; it appears across several outlets, including the *Journal of Education*, *Journal for Research in Mathematics Education*, and *Handbook of Urban Education*.



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