

Acces PDF Mathematics In A  
Postmodern Age A Christian  
Perspective

# Mathematics In A Postmodern Age A Christian Perspective

*This book is the result of a multi-year  
research project led and sponsored by the*

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*University of Chieti-Pescara, National Chengchi University, University of Salamanca, and Osaka University. It is the fifth volume to emerge from that international project, held under the aegis of the United Nations Academic Impact in 2020. All the essays in this volume were (virtually) discussed at the University of*

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*L'Aquila*—as the venue of the 2nd International Conference on Decision Economics, a three-day global gathering of approximately one hundred scholars and practitioners—and were subjected to thorough peer review by leading experts in the field. The essays reflect the extent, diversity, and richness of several research

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*areas, both normative and descriptive, and are an invaluable resource for graduate-level and PhD students, academics, researchers, policymakers and other professionals, especially in the social and cognitive sciences. Given its interdisciplinary scope, the book subsequently delivers new approaches on how to contribute to the*

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*future of economics, providing alternative explanations for various socio-economic issues such as computable humanities; cognitive, behavioural, and experimental perspectives in economics; data analysis and machine learning as well as research areas at the intersection of computer science, artificial intelligence, mathematics, and*

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*statistics; agent-based modelling and the related. The editors are grateful to the scientific committee for its continuous support throughout the research project as well as to the many participants for their insightful comments and always probing questions. In any case, the collaboration involved in the project extends far beyond*

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*the group of authors published in this volume and is reflected in the quality of the essays published over the years.*

*"Who are we to suppose we are capable of comprehending the world of which we are a part, and what is the world to suppose it can be understood by us, minuscule and insignificant spatiotemporal warps*

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*contained within it?" This provocative question opens Floyd Merrell's study of postmodernism and the thought of Charles Sanders Peirce, part of the author's ongoing effort to understand our contemporary cultural and intellectual environment. The specific focus in this interdisciplinary study is the modernism/postmodernism dichotomy*



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*and Peirce's precocious realization that the world does not lend itself to the simplistic binarism of modernist thought. In Merrell's examination of postmodern phenomena, the reader is taken through various facets of the cognitive sciences, philosophy of science, mathematics, and literary theory. Merrell's consideration of Peirce's complex and*

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*inadequately understood concept of the sign is enhanced through numerous charts and figures. Theories, hypotheses, and speculation in the physical sciences are then brought to bear on Peircean semiotics. The final chapter critiques the often indiscriminating acceptance of postmodern practices in today's academic world.*

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*This book argues that it is possible for our study of the natural world to enhance our understanding of God and for our faith to inform and influence our study and application of science. Whether you are a student, someone employed in the sciences, or simply an interested layperson, Not Just Science will help you develop the crucial*

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*skills of critical thinking and reflection about key questions in Christian faith and natural science. The contributors provide a systematic approach to both raising and answering the key questions that emerge at the intersection of faith and various disciplines in the natural sciences. Among the questions addressed are the context,*

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*limits, benefits, and practice of science in light of Christian values. Questions of ethics as they relate to various applied sciences are also discussed. The end goal is an informed biblical worldview on both nature and our role in obeying God's mandate to care for his creation. With an honest approach to critical questions, Not Just Science fills a*

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*gap in the discussion about the relationship between faith and reason. This is a most welcomed addition to these significant scholarly conversations. Ron Mahurin, PhD Vice President, Professional Development and Research Council for Christian Colleges & Universities*

*This book is a history, analysis, and*

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*criticism of what the author calls “postmodern interpretations of science” (PIS) and the closely related “sociology of scientific knowledge” (SSK). This movement traces its origin to Thomas Kuhn's revolutionary work, The Structure of Scientific Revolutions (1962), but is more extreme. It believes that science is a “social*

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*construction”, having little to do with nature, and is determined by contextual forces such as the race, class, gender of the scientist, laboratory politics, or the needs of the military industrial complex. Since the 1970s, PIS has become fashionable in the humanities, social sciences, and ethnic or women's studies, as well as in the new*



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*academic discipline of Science, Technology, and Society (STS). It has been attacked by numerous authors and the resulting conflicts led to the so-called Science Wars of the 1990s. While the present book is also critical of PIS, it focuses on its intellectual and political origins and tries to understand why it became influential in the 1970s. The book*

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*is both an intellectual and a political history. It examines the thoughts of Karl Popper, Karl Mannheim, Ludwik Fleck, Thomas Kuhn, Paul Feyerabend, David Bloor, Steve Woolgar, Steve Shapin, Bruno Latour, and PIS-like doctrines in mathematics. It also describes various philosophical contributions to PIS ranging from the Greek sophists to*

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*20th century post-structuralists and argues that the disturbed political atmosphere of the Vietnam War era was critical to the rise of PIS.*

*Decision Economics: Minds, Machines, and their Society*

*Redeeming Mathematics*

*The Categorical Structure of Reality*

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*Conceiving the Christian College*

*Christian Contours*

*Mathematics in a Postmodern Age*

*Science Technology and Cultural Studies at  
the Third Millennium*

The discipline of mathematics has  
not been spared the sweeping

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critique of postmodernism. Is mathematical theory true for all time, or are mathematical constructs in fact fallible? This fascinating book examines the tensions that have arisen between modern and postmodern views of

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mathematics, explores alternative theories of mathematical truth, explains why the issues are important, and shows how a Christian perspective makes a difference. Contributors: W. James Bradley William Dembski

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Russell W. Howell Calvin

Jongsma David Klanderma

Christopher Menzel Glen

VanBrummelen Scott

VanderStoep Michael Veatch Paul

Zwier

This alternative textbook for

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courses on teaching mathematics asks teachers and prospective teachers to reflect on their relationships with mathematics and how these relationships influence their teaching and the experiences of their students.



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Applicable to all levels of schooling, the book covers basic topics such as planning and assessment, classroom management, and organization of classroom experiences; it also introduces some novel approaches

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to teaching mathematics, such as psychoanalytic perspectives and post-modern conceptions of curriculum. Traditional methods-of-teaching issues are recast in a new discourse, provoking new ideas for making mathematics

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education meaningful to teachers as well as their students. Co-authored by a professor and coordinator of mathematics education programs, with illustrative contributions from practicing elementary, middle,

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and high school mathematics teachers, this book is a unique collaboration across all pre-college grades, making it ideal for teacher discussion groups at any level. Embracing Mathematics: integrates pedagogy and content

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exploration in ways that are  
unique in mathematics education  
features textboxes with reflection  
questions and suggested  
explorations that can be easily  
utilized as homework for a course  
or as discussion opportunities for

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teacher reading groups offers examples of teachers' action research projects that grew out of their interactions with the main chapters in the book is not narrowly limited to mathematics education but incorporates

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curriculum studies – an invaluable asset that allows instructors to find more ways to engage students in self-reflexive acts of teaching Embracing Mathematics is intended as a method text for undergraduate

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and master's-level mathematics education courses and more specialized graduate courses on mathematics education, and as a resource for teacher discussion groups.

This is a charming and insightful



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contribution to an understanding of the "Science Wars" between postmodernist humanism and science, driving toward a resolution of the mutual misunderstanding that has driven the controversy. It traces the root

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of postmodern theory to a debate on the foundations of mathematics early in the 20th century, then compares developments in mathematics to what took place in the arts and humanities, discussing issues as diverse as

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literary theory, arts, and artificial intelligence. This is a straightforward, easily understood presentation of what can be difficult theoretical concepts It demonstrates that a pattern of misreading

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mathematics can be seen both on the part of science and on the part of postmodern thinking. This is a humorous, playful yet deeply serious look at the intellectual foundations of mathematics for those in the humanities and the

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perfect critical introduction to the bases of modernism and postmodernism for those in the sciences.

We strongheadedly believe that God is the messianic savior and that God's light shall prevail unto

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the brethren for his sons and daughters to illumine the truth and his existence. Our God's birth is in his earthly heaven, and he shall pour his blessing unto you at times of apocalypse, which is the revivalist truth of God's

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infinitesimal picture and his physical presence on earthly heaven. We also believe in Lord's feet washing and that glory can be established by truth, service, devotion, and compassion for your father and mother, brothers and

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sisters, grandfathers and grandmothers, peers, friends, kith and kins, and neighbors to have pure, godly feet-washing service to humankind. This is to ignite the passion of love and service for fellow beings and to ultimately



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encompass and redeem the shower of divine bliss, eternal truth, cooperation, help and support, healing and blessing, eternal wisdom and eternal life and eternal bonding. We believe in the presence of Lord Rama, Buddha,

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Mohammed, and Jesus on heavenly earth. This millennium book of proven approaches and handy tools will help in understanding straight revelations from Lord's mind, gut, love, omnipresence, and sacrosanct neo-

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exotransleadership in order to eradicate degradation and to give space to righteousness. The Creator's cosmic manifestation for the compassion DNA sequencer bases of faith, will, hard work, and education is for the

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pure blooming of peace.

Mathematics Education within the  
Postmodern

Creation Out of Nothing

The Handbook of Mathematics

Teacher Education: Volume 3

God's Providence and

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Randomness in Nature

Abraham's Dice

Gender, Culture, and Diversity

An ICMI Study

*Mathematics in a*

*Postmodern Age A Christian*

*Perspective Eerdmans*

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Perspective

*Publishing Company*

*ALAN 1. BISHOP The first  
International Handbook on  
Mathematics Education was  
published by Kluwer  
Academic Publishers in  
1996. However, most of the*

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*writing for that handbook was done in 1995 and generally reflected the main research and development foci prior to 1994. There were four sections, 36 chapters, and*

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*some 150 people  
contributed to the final  
volume either as author,  
reviewer, editor, or  
critical friend. The task  
was a monumental one,  
attempting to cover the*



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*major research and  
practice developments in  
the international field of  
mathematics education as  
it appeared to the  
contributors in 1995.  
Inevitably there were*

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*certain omissions, some developments were only starting to emerge, and some literatures were only sketchy and speculative. However that Handbook has had to be reprinted three*

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*times, so it clearly  
fulfilled a need and I  
personally hope that it  
lived up to what I wrote  
in its Introduction: The  
Handbook thus attempts not  
merely to present a*

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*description of the  
international 'state-of-  
the-field', but also to  
offer synthetic and  
reflective overviews on  
the different directions  
being taken by the field,*

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*on the gaps existing in  
our present knowledge, on  
the current problems being  
faced, and on the future  
possibilities for  
development. (Bishop et  
aI. , 1996) Since that*

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*time there has been even more activity in our field, and now seems a good time to take stock again, to reflect on what has happened since 1995, and to create a second*

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*Handbook with the same  
overall goals.*

*This book is an exposition  
of Jonathan Edwards'  
argumentation in his  
dissertation Concerning  
the End for Which God*

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*Created the World. In addition to stating Edwards' theses regarding God's end and motivation in creation, this book identifies and discusses the assumptions of his*



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*argumentation, analyses  
and explains its crucial  
components, and explores  
its philosophical  
implications. These  
implications include a  
version of exemplarism*

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*(i.e., the nature of God's  
ideas for creation),  
dispositionalism (i.e.,  
the characteristics of God  
which explain God's  
motivation), and  
emanationism (i.e., what*

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*God shares of himself with persons who have a living faith in Christ). These entail a view of idealism (i.e., a view of the ultimate ontological ground of the universe),*

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*God's temporal nature,  
continuous creationism  
(i.e., how God sustains  
creation), a version of  
panentheism (i.e., how  
God, who is infinite, is  
related to creation, from*

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*which God is absolutely distinct), and occasionalism (i.e., the nature of causation of physical events or states of creation). These concepts and what they*

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*entail constitute a  
complete metaphysical  
system, providing a  
thoroughgoing divine  
action understanding of  
the foundation of reality.  
For Jonathan Edwards,*

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*God's acting according to his plans for his purposes in Christ is fundamental to all things. Were we to have an understanding of how the fundamental concepts of science,*

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*mathematics, and ordinary  
experience are related in  
reality to the God who  
acts for his original  
ultimate end in creation,  
sustaining the universe,  
while providentially*



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*guiding its affairs, and  
working redemption, we  
would have the opportunity  
to develop these as he had  
hoped, he pointed the way  
for others to follow.  
This compelling book*

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*explores the challenges to  
theory, politics, and  
human identity that we  
face on the threshold of  
the third millennium. It  
follows on the successor  
of Best and Kellner's two*

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*previous books, Postmodern Theory, acclaimed as the best critical introduction to the field - and The Postmodern Turn, which provides a powerful mapping of postmodern*

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*developments developments  
in the arts, politics,  
science, and theory. In  
The Postmodern Adventure,  
Best and Kellner analyze a  
broad array of literary,  
cultural, and political*

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*phenomena from fiction,  
film, science, and the  
Internet, to globalization  
and the rise of a  
transnational image  
culture.*

*Where Wisdom May Be Found*

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*Faith, Teaching, and  
Learning in the  
Evangelical Tradition  
Opening the Cage  
Rethinking School Math for  
Our Troubled Times  
The Whole Truth*

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*Democracy and Mathematics  
Education*

*Are Science And  
Mathematics Socially  
Constructed? A*

*Mathematician Encounters  
Postmodern Interpretations*

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Perspective  
*Of Science*

*In Democracy and  
Mathematics Education,  
Kurt Stemhagen and  
Catherine Henney develop  
a way of thinking about  
the nature and purposes*



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*of math that is  
inclusive,  
participatory, and  
thoroughly human. They  
use these ideas to  
create a school  
mathematics experience*

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*that can enhance  
students' math abilities  
and democratic  
potential. They locate  
mathematics' origins in  
human activity and  
highlight the rich but*

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*often overlooked links  
between mathematical  
activity and democratic,  
social practices.*

*Democratic mathematics  
education foregrounds  
student inquiry and*

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*brings to light the  
moral dimensions of a  
discipline that has both  
remarkable utility and  
inevitable limitations.  
For math educators, the  
book's humanities*

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*approach helps to see  
the subject anew. For  
philosophers, it  
provides an important  
real world context for  
wrestling with perennial  
and timely questions,*

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*engaging democratic and  
evolutionary theory to  
transform school math.  
This alternative  
approach to mathematics  
and mathematics  
education provides a*

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*guide for how to use  
math to make democracy a  
larger part of school  
and wider social life.  
2021 Winner of the AESA  
Critics' Choice Book  
Award.*

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*While debates abound  
today over the cost,  
purpose, and  
effectiveness of higher  
education, often lost in  
this conversation is a  
critical question:*



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*Should higher education attempt to shape students' moral and spiritual character in any systematic manner as in the past, or focus upon equipping students*

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*with mere technical  
knowledge? Faith,  
Freedom, and Higher  
Education argues that  
Christianity can still  
play an important role  
in contemporary American*

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*higher education. George  
M. Marsden, D. G. Hart,  
and George H. Nash,  
among its authors,  
analyze the debate over  
the secularization of  
the university and the*

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*impact of liberal  
Protestantism and  
fundamentalism on the  
American academy during  
the twentieth century.  
Contributors also assess  
how the ideas of Dorothy*

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*Sayers, C. S. Lewis,  
Wendell Berry, and Allan  
Bloom can be used to  
improve Christian higher  
education. Finally, the  
volume examines the  
contributions Christian*

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*faith can make to  
collegiate education and  
outlines how Christian  
institutions can  
preserve their religious  
mission while striving  
for academic excellence.*

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*Our world is growing increasingly complex and confused—a unique and urgent context that calls for a grounded and fresh approach to Christian higher*

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*education. Christian  
higher education  
involves a distinctive  
way of thinking about  
teaching, learning,  
scholarship, curriculum,  
student life,*



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*administration, and  
governance that is  
rooted in the historic  
Christian faith. In this  
volume, twenty-nine  
experts from a variety  
of fields, including*

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*theology, the  
humanities, science,  
mathematics, social  
science, philosophy, the  
arts, and professional  
programs, explore how  
the foundational beliefs*

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*of Christianity  
influence higher  
education and its  
disciplines. Aimed at  
equipping the next  
generation to better  
engage the shifting*

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*cultural context, this  
book calls students,  
professors, trustees,  
administrators, and  
church leaders to a  
renewed commitment to  
the distinctive work of*

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*Christian higher  
education—for the good  
of the society, the good  
of the church, and the  
glory of God.*

*Most of us believe  
everything happens for a*

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*reason. Whether it is  
"God's will", "karma", or  
"fate," we want to  
believe that nothing in  
the world, especially  
disasters and tragedies,  
is a random, meaningless*

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*event. But now, as never  
before, confident  
scientific assertions  
that the world embodies  
a profound contingency  
are challenging  
theological claims that*

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*God acts providentially  
in the world. The random  
and meandering path of  
evolution is widely used  
as an argument that God  
did not create life.  
Abraham's Dice explores*



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*the interplay between  
chance and providence in  
the monotheistic  
religious traditions,  
looking at how their  
interaction has been  
conceptualized as our*

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*understanding of the  
workings of nature has  
changed. This lively  
historical conversation  
has generated intense  
ongoing theological  
debates, and provocative*

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*responses from science:  
what are we to make of  
the history of our  
universe, where chance  
and law have played out  
in complex ways? Or the  
evolution of life, where*

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*random mutations have  
challenged attempts to  
find purpose within  
evolution and convinced  
many that human beings  
are but a "glorious  
accident"? The enduring*

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*belief that everything happens for a reason is examined through a conversation with major scholars, among them holders of prestigious chairs at Oxford and*

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*Cambridge Universities  
and the University of  
Basel, as well as  
several Gifford  
lecturers, and two  
Templeton prize winners.  
Organized historically,*

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*Abraham's Dice provides  
a wide-ranging  
scientific, theological,  
and biblical foundation  
to address the question  
of providence and divine  
action in a world shot*

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*through with  
contingency.*

*Towards Equity in  
Mathematics Education  
A Deconstruction of  
Dominant Spaces of  
Production and*



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**Governance**

*Faithful Learning and  
the Christian Scholarly  
Vocation*

*The Postmodern Adventure  
Chance and Providence in  
the Monotheistic*

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*Traditions*

*Serving Church and  
Society Through  
Christian Higher  
Education, Revised and  
Updated  
A Biblical,*

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***Philosophical, and  
Scientific Exploration***

*Christian scholars and teachers  
everywhere are exploring ever more  
fully the relationship between  
Christian faith and the various  
academic disciplines. In this book,*

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*leading voices in the Christian academy provide a solid theological foundation for understanding the aims and practice of faith-and-learning integration, especially within church-related institutions, and also discuss some major challenges and opportunities facing*

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*Christian higher education in the  
twenty-first century. --From  
publisher's description.*

*What does it mean to think and live  
Christianly in a world of competing  
worldviews? Christian Contours  
answers this question by inviting  
readers to consider the*

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*understanding of reality proposed by the Bible. Though it is easy to divide life into separate compartments (religious and secular, theological and practical), faith invites us to view all of life in the light of that Biblical understanding. Presenting a clear, compelling case for unity in essential*

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*Christian tenets, the authors of Christian Contours guide the reader through developing, internalizing, and articulating a biblical worldview. This robust worldview enables the Christian to be a critically-thinking participant in culture and to be a faithful disciple of Christ with both*

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heart and mind.

*This volume gathers together twenty major chapters that tackle a variety of issues associated with equity in mathematics education along the dimensions of gender, culture, curriculum diversity, and matters of a biological nature. The pursuit of*



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*equity in mathematics education is an important concern in the history of the present. Since there is no doubt about the significant role of mathematics in almost every aspect of life, it means that all individuals regardless of sex, in any age range, and in whatever context need to be*

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*provided with an opportunity to become mathematically able. The publication of this Springer volume on equity in mathematics education is situated at a time when there is strong and sustained research evidence indicating the persistence of an equity gap in mathematics,*

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*which has now enabled the mathematics education community to engage in a discourse of access for all. The research studies that are reported and discussed in the volume have been drawn from an international group of distinguished scholars whose impressive, forward-*

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*looking, and thought-provoking perspectives on relevant issues incite, broaden, and expand complicated conversations on how we might effectively achieve equity in mathematics education at the local, institutional, and systemic levels. Further, the up-to-date*

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*research knowledge in the field that is reflected in this volume provides conceptual and practical outlines for mechanisms of change, including models, examples, and usable theories that can inform the development of powerful equitable practices and the mobilization of*

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*meaningful equity interventions in different contexts of mathematics education.*

*What does Christianity have to do with the study of mathematics?*

*Prolific writer and scholar Vern*

*Poythress offers a startling answer to this perplexing question: everything.*

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*This groundbreaking book argues that the harmony of abstract mathematical truths, the physical world of things, and the personal world of our thinking depends on the existence of the Christian God. With advanced degrees in mathematics and New Testament studies,*

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*Poythress shows that these distinct “perspectives” on mathematics cohere because all three find their origin in God’s consistent character and nature. Whether it’s simple addition and subtraction or more complex mathematical concepts such as set theory and the nature of*



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*infinity, this comprehensive book  
lays a theistic foundation for all  
mathematical inquiry.*

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*Historical Analysis and  
Contemporary Reflections  
Faith, Freedom, and Higher*

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*Participants in Mathematics Teacher  
Education*

*Mathematics and the Roots of  
Postmodern Thought*

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*Essays on the Foundations of  
Mathematics and Logic*

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and Linguistic Turn. 4. Wound of  
Language. 4.1. Being and Time  
Continuum. 4.2. Language and Will. 5.  
Beyond the Code. 5.1. Medium of Free  
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*This book aims to develop theoretical frameworks of the phenomena of internationalisation and globalisation and identify related ethical, moral, political and economic issues facing mathematics and science educators. It provides a wide representation of views some of which are not often represented*

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*in international publications. This is the first book to deal with issues of globalisation and internationalisation in mathematics and science education.*

*Knowledge and Beliefs in Mathematics Teaching and Teaching Development addresses the “what” of mathematics teacher education, meaning knowledge*

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*for mathematics teaching and teaching  
development and consideration of  
associated beliefs.*

*Book description to come.*

*The Eternal Purpose of Christian Higher  
Education*

*Commandments from Heavenly Realms  
Knowledge and Beliefs in Mathematics*

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*Teaching and Teaching Development  
Internationalisation and Globalisation in  
Mathematics and Science Education  
The Handbook of Mathematics Teacher  
Education: Volume 1  
Jonathan Edwards' Concerning The End  
for Which God Created the World  
Not Just Science*



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*Participants in Mathematics Teacher Education: Individuals, Teams, Communities and Networks addresses the “who” question of mathematics teacher education. The authors focus on the various kinds of participants in mathematics teacher education, professional development and reform*

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*initiatives.*

*Realities are structured categorially, and comprehension of our internal and external conditions do not appear to be global or unitary. Rather, both human and non human animals function within their worlds and understand these by categorizing their experiences. Drawing*

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*upon many areas of life, the authors consider the ontological, mereological and multi-faceted structure of experience to explore how an understanding of categories can further knowledge.*

*In October 2014, a group of mathematicians, physicists, ecologists, philosophers, and theologians gathered at*

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*a special conference in Berkeley, California to present the results of a two-year research program dubbed "Project SATURN". This program explored many of the rich avenues of thought found at the intersection of modern science and Christian theology. Chief among them is the possibility that certain processes in*

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*nature might be so complex that they do not have sufficient physical causes.*

*Known as “ontological indeterminism”, this idea has profound implications for theology. Specifically, it allows God to be thought of as acting providentially within nature without violating the laws and processes of nature. Such a momentous*

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*insight could influence how we understand free will, natural evil, suffering in nature, and the relation between divine providence and human evolution. The essays collected here discuss each of these topics and were originally presented at the 2014 conference. Part I establishes the*

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*scientific basis for conceptualizing certain process in the universe as inherently random and possibly indeterministic. Part II discusses the philosophical and theological issues that spring from this understanding. Together they represent the cutting edge of thought in the increasingly productive dialogue*

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*between science and theology. Short for the “Scientific and Theological Understandings of Randomness in Nature”, Project SATURN was created by the Center for Theology and the Natural Sciences, a Program of the Graduate Theological Union, Berkeley. It was funded with a grant administered by*



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*Calvin College and provided by the John  
Templeton Foundation.*

*This timely and accessible book presents a  
challenge to accepted wisdoms about both  
the nature of mathematics and of  
education. The authors of this  
groundbreaking volume bring to bear on  
this intersection a postmodern sensibility*

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*that engages with the grand narratives of mathematics education. Thus they provide a key resource for rethinking theory and practice in mathematics education. Each of the chapters develops important insights for mathematics education from mainly French intellectuals of the past: Foucault, Lacan, Lyotard, Deleuze. Each*

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*chapter addresses issues relevant to  
mathematics education, researching and  
teaching mathematics.*

*Second International Handbook of  
Mathematics Education*

*Questions Where Christian Faith and  
Natural Science Intersect*

*Mapping Equity and Quality in*

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*Mathematics Education*

*Mereologies, Ontologies, and Facets*

*Manufacturing the Mathematical Child*

*How a Biblical Worldview Shapes the  
Mind and Heart*

*Semiosis in the Postmodern Age*

**How do mathematics,  
philosophy, and theology**

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***intersect? In Ideas at the  
Intersection of  
Mathematics, Philosophy,  
and Theology, Carlos Bovell  
proposes a wide range of  
possibilities. In a series of  
eleven thought-provoking***

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***essays, the author explores such topics as the place of mathematics in the work of Husserl and Heidegger, the importance of infinity for the Christian conception of God, and the impact of***

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***Godel's Theorem on the  
Westminster Confession of  
Faith. This book will appeal  
to readers with  
backgrounds in  
mathematics, philosophy,  
and theology and can be***

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***used in core,  
interdisciplinary modules  
that contain a math  
component.  
All Christian colleges and  
universities hail the  
integration of faith and***



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***learning as a premier mission objective. There is less agreement as to what the integration of faith and learning should look like in pedagogical and cross-disciplinary terms. This***

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***volume proposes that faith  
and learning are  
interrelated from the start.  
Discovery of truth within  
the academic disciplines  
cultivates discipline-  
specific wisdom that both***

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***accords with all reality and  
complements the whole  
counsel of God. Where  
Wisdom May Be Found  
brings together a faculty of  
twenty-seven accomplished  
voices from across curricula***

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***to celebrate each field's  
capacity for revealing  
wisdom from all corners of  
God's creative design. In  
synthesis, these voices  
declare the depth and  
richness of the wisdom and***

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***knowledge of God for the  
educational advancement  
and holistic equipping of  
the corporate people of  
God.***

***Addresses the biblical,  
philosophical, and scientific***

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***bases for the doctrine of  
creation out of nothing,  
while countering  
contemporary trends that  
are assailing this doctrine.  
This book is an exploration  
and defense of the***

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***coherence of classical  
theism's doctrine of divine  
aseity in the face of the  
challenge posed by  
Platonism with respect to  
abstract objects. A synoptic  
work in analytic philosophy***

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***of religion, the book engages discussions in philosophy of mathematics, philosophy of language, metaphysics, and metaontology. It addresses absolute creationism, non-***



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***Platonic realism,  
fictionalism, neutralism,  
and alternative logics and  
semantics, among other  
topics. The book offers a  
helpful taxonomy of the  
wide range of options***

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***available to the classical  
theist for dealing with the  
challenge of Platonism. It  
probes in detail the diverse  
views on the reality of  
abstract objects and their  
compatibility with classical***

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***theism. It contains a most thorough discussion, rooted in careful exegesis, of the biblical and patristic basis of the doctrine of divine aseity. Finally, it challenges the influential Quinean***

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***metaontological theses  
concerning the way in  
which we make ontological  
commitments.***

***The Coherence of Theism:  
Aseity  
Ideas at the Intersection of***

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***Mathematics, Philosophy,  
and Theology  
God and Abstract Objects  
Mathematics Education as a  
Research Domain: A Search  
for Identity  
Embracing Mathematics***

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***Scientific and Theological  
Perspectives***

Considers how our ideas about mathematics shape our individual and cultural relationship to the field. Where and how do we, as a culture, get

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our ideas about mathematics and about who can engage with mathematical knowledge? Sara N. Hottinger uses a cultural studies approach to address how our ideas about mathematics shape our

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individual and cultural relationship to the field. She considers four locations in which representations of mathematics contribute to our cultural understanding of mathematics: mathematics



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textbooks, the history of mathematics, portraits of mathematicians, and the field of ethnomathematics. Hottinger examines how these discourses shape mathematical subjectivity by limiting the way some

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groups—including women and people of color—are able to see themselves as practitioners of math. Inventing the Mathematician provides a blueprint for how to engage in a deconstructive project,

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revealing the limited and problematic nature of the normative construction of mathematical subjectivity. Concerns about quality mathematics education are often posed in terms of the

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types of mathematics that are worthwhile and valuable for both the student and society in general, and about how to best support students so that they can develop this mathematics. Concerns about equity are

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about who is excluded from the opportunity to develop quality mathematics within our current practices and systems, and about how to remove social barriers that systematically disadvantage those students.

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This collection of chapters summarises our learning about the achievement of both equity and quality agendas in mathematics education and to move forward the debate on their importance for the field.

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Mathematics is a subject held in high esteem around the world, yet the teaching and learning of mathematics is rarely viewed as good enough and many find the subject difficult to comprehend, or engage with. In

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Manufacturing the  
Mathematical Child, Anna  
Llewellyn asks some difficult  
questions in order to determine  
why this is the case and to  
question who it is that we allow  
to succeed at mathematics,



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particularly within the context of neoliberalism, where education is a product of the market. By looking at the various sites of production, Llewellyn examines the ways that key discursive spaces

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produce very different expectations of what it means to do mathematics and demonstrates that these place various homogenised expectations upon children. Arguing that these are not

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natural, but instead a reproduction of discursive norms, the book demonstrates why some people fit these standardized ways of being and others do not. Using England as a case study and referring to

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other international contexts, Llewellyn argues that there is a functionality found within certain educational policy discourses, and a romantic attachment to the natural child found within educational

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research, neither of which can match what happens in the messy classroom. As a result, it becomes evident that exclusion from mathematics is inevitable for many children. Original and exciting, this book will be of

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great interest to academics, researchers and postgraduate students within the fields of mathematics education, childhood studies, policy studies, and Foucauldian or post-structural analysis.

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"Be transformed by the renewing of your mind, so that you may discern what is the good, pleasing, and perfect will of God." (Romans 12:2)

Renewing Minds serves as a clear introduction to the field of

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higher Christian education,  
focusing on the distinctive,  
important role of Christian-  
influenced learning—both in  
the Kingdom of God and in the  
academic world. Union  
University president David S.



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Dockery writes for administrators, trustees, church leaders, faculty, and staff who are just beginning their service or association with a Christ-centered institution, and also to students and parents who are

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considering a Christian college  
or university. Chapters include:  
"Loving God with Our Minds,"  
"Renewing Minds, Serving  
Church and Society," "Shaping a  
Christian Worldview,"  
"Reclaiming the Christian

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Intellectual Tradition,"  
"Integrating Faith and  
Learning," "Envisioning a Shared  
Community of Tradition,  
Belonging, and Renewing  
Minds," "Establishing a Grace-  
Filled Academic Community,"

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"Developing a Theology for Christian Higher Education," and "Thinking Globally about the Future." New source information and footnotes have been added to this second edition. While the chapters still reflect their

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original shape as formal addresses given in various settings, this revised and updated edition formats the book in a way that is more consistent with academic rather than popular expectations.

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Christian Higher Education  
Gender, Race, and Our Cultural  
Understanding of Mathematics  
A God-Centered Approach  
Exposition, Analysis, and  
Philosophical Implications

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On Becoming a Teacher and  
Changing with Mathematics  
Inventing the Mathematician  
**This book is designed to help those  
who are interested in Christian  
higher education explore anew the  
unique features, opportunities, and**

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**contemporary challenges of one  
distinct type of educational  
institution -- the Christian college.  
What distinguishes Conceiving the  
Christian College from the many  
other books on this subject is its  
incisive discussion of a set of crucial**



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**ideas widely misunderstood in the world of Christian higher education. Now serving in his eleventh year as president of one of the nation's foremost Christian colleges, Duane Litfin is well placed to ask pressing questions regarding faith-based**

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**education. What is unique about Christian colleges? What is required to sustain them? How do they maintain their bearing in the tumultuous intellectual seas of the twenty-first century? Litfin's themes are large, but they are meant to**

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**refocus the conceptual challenges to  
Christian education in ways that will  
strengthen both the academic  
environment of today's Christian  
colleges and their impact on culture  
at large.**

**The picture on the front of this book**

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**is an illustration for Totakahini: The tale of the parrot, by Rabindranath Tagore, in which he satirized education as a magnificent golden cage. Opening the cage addresses mathematics education as a complex socio-political phenomenon,**

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**exploring the vast terrain that spans  
critique and politics. Opening the  
cage includes contributions from  
educators writing critically about  
mathematics education in diverse  
contexts. They demonstrate that  
mathematics education is politics,**

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**they investigate borderland positions, they address the nexus of mathematics, education, and power, and they explore educational possibilities. Mathematics education is not a free enterprise. It is carried on behind bars created by economic,**

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**political, and social demands. This cage might not be as magnificent as that in Tagore's fable. But it is strong. Opening the cage is a critical and political challenge, and we may be surprised to see what emerges. The present book is the result of the**

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**reflection of many individuals in mathematics education on questions such as: Is mathematics education a science? Is it a discipline? In what sense? The reader will find a range of possible answers to these questions, a variety of analyses of the**



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**actual directions of research in  
different countries, and a number of  
visions for the future of research in  
mathematics education.**

**Critique and Politics of Mathematics  
Education**