

Meet the Authors
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The Program Ethnomathematics: A Theoretical Basis of the Dynamics of Intra-Cultural Encounters

Dr. Ubiratan D'Ambrosio is an Emeritus Professor of Mathematics at Universidade Estadual De Campinas in Sao Paulo, Brazil. He was trained as a mathematician in Brazil and Italy and obtained his doctorate in science at the University of São Paulo in 1963. Until 1972 he spent most of his time in the USA (Brown University, SUNY/Buffalo) where he worked on Calculus of Variations and Measure Theory, while at the same time developing an increasing interest in interdisciplinary work and postgraduate programmes. Upon his return to Brazil in 1972, when he took up the post of director of the Institute of Mathematics, Statistics and Computer Sciences at the State University of Campinas (UNICAMP), Ubiratan D'Ambrosio's endeavour was to include new topics such as mathematical logic, mathematical modelling, bio-mathematics, computational linguistics and artificial intelligence as part of the Institute's research profile along with more classical areas. The role Ubiratan D'Ambrosio has played in the development of mathematics education as a field of research and development throughout the world, above all in Latin America is highly respected in the area of ethnomathematics, of which he is recognized as the originator of this word.

Book of Numbers: Exploring Jewish Mathematics and Culture at a Jewish High School

A former high school mathematics teacher, Larry Lesser is an Associate Professor in the Department of Mathematical Sciences at The University of Texas at El Paso. Supporting his passion to engage students by making beyond-the-book connections, Lesser has published articles connecting mathematics and/or statistics to areas including ethics, social justice, culturally-relevant mathematics, motivation, intuition, multiple representations, technology, and song. For more information about Lesser's background and work, please visit: <http://www.math.utep.edu/Faculty/lesser/>.

Ethnomathematics and Cooperativism

John A. Fossa is a graduate of the College of the Holy Cross, Fordham University (BA and MA, respectively, Philosophy) and Texas A&M University (PhD, Mathematics Education). A self-taught mathematician, he has been in the Mathematics Department of the Federal University of Rio Grande do Norte (Natal, Brazil) since 1983. He is a founding member of the Brazilian Society for the History of Mathematics and is currently serving as the General Secretary of this Society. He is also leader of the Research Group "Mathematics and Culture". In addition to the History of Mathematics and Ethnomathematics, he has been an active researcher in Radical Constructivism and in the Use of the History of Mathematics in the Teaching of Mathematics. His current research

interests center on the history of Number Theory and Logic, both in the ancient world and in the 18th Century.

The Case for Rich Contexts in Ethnomathematics Lessons

Susan Staats is a math educator and a cultural anthropologist with field experience in Guyana, South America. She is an assistant professor in the College of Education and Human Development, University of Minnesota where she develops interdisciplinary mathematics curricula for first-year university students. Her research addresses students' mathematical communication in inquiry-oriented algebra classrooms.

Ethnomathematics: Cultural Assertions and Challenges Toward Pedagogical Action

Daniel Clark Orey, 2007 *Senior Fulbright Specialist* to Katmandu University is also Coordinator and Principle Investigator of the Algorithm Collection Project at California State University, Sacramento. He is professor of Multicultural and Mathematics Education in the College of Education and an instructor in the Department of Learning Skills at CSUS. Professor Orey is the former Director of Professional Development and the Center for Teaching and Learning at California State University, Sacramento. He earned his doctorate in Curriculum and Instruction in Multicultural Education from the University of New Mexico in 1988. His Mellon-Tinker funded field research took him to Highland Maya Guatemala and to Puebla, Mexico. He is a founding board member, and is Vice President for North America and General Secretary (1995) of the *Sociedade Internacional para Estudos da Criança*. In 1998, he was a J. William Fulbright Scholar to the Pontifícia Universidade Católica de Campinas, Brazil; and was a Visitor Researcher at Univeridade Federal de Ouro Preto, with grant from CNPq, during the 2005 2006 academic year. Together with his colleague Milton Rosa, he has written three books and numerous articles related to ethnomathematics and mathematical modeling.

Milton Rosa is a Mathematics Teacher from Brazil who teaches SDAIE Pre Algebra, SDAIE Algebra, and Geometry at Encina Preparatory High School, in Sacramento, California. Mr. Rosa taught mathematics in public middle, high, and technical schools in Amparo, São Paulo state, Brazil, since 1988. In 1998, he was invited to come to California to participate in the international mathematics visiting teacher exchange program sponsored by the California Department of Education. Mr. Rosa earned his Masters in Curriculum and Instruction, with an emphasis in mathematics education from California State University in Sacramento. He has written several articles in both Portuguese and English languages and also he has written several mathematics books in Portuguese. Mr. Rosa's research fields are ethnomathematics, modeling, and mathematics history. He is also interested in the connection between the acquisition of a second language and the acquisition of a mathematical knowledge for immigrant students. He may be contacted through his emails: milrosa@hotmail.com and MRosa@sanjuan.edu.

The Mathematical Ways of an Aboriginal People: The Northern Ute

Jim Barta is an associate professor at Utah State University where he teaches courses in elementary education with a special emphasis on mathematics methods. He has been involved in multicultural mathematical research and curricular development for nearly fifteen years, with a particular focus on Native American mathematics. He has published numerous articles and several book chapters on the subject and has presented at national and international conferences. He currently has two projects; he works to enhance math education with indigenous teachers in the rural highlands of Guatemala and he collaborates with upper elementary and middle school teachers on The Northern Ute Reservation to improve their STEM teaching. He is very interested in developing culturally responsive professional development for mathematics educational leaders. Jim has taught in Alaska, Colorado, Oregon, Georgia, and Utah, as well as, in Canada, Great Britain and Norway.

Tod Shockey is a mathematics educator at the University of Maine. He is a former high school teacher.

Learning the Yup'ik way of Navigation: Studying Time, Position, and Direction

Dr. Claudette Engblom-Bradley is a member of the Schaghticoke Tribal Nation of Connecticut. She has earned B.A. and M.A. degrees in Mathematics from the University of Connecticut, and an Ed.D. from Harvard Graduate School of Education (1987). She retired as a mathematics/technology educator from the University of Alaska in May 2007, serving 4 years as an Associate Professor of Secondary Education at the College of Education of the University of Alaska Anchorage (UAA) and 14 years at the School of Education of the University of Alaska Fairbanks (UAF). While serving as faculty in UAF, she worked with rural students in the teacher education program. Her service included the development of Native Science Fairs and Science camps for village students. Her research focused on culturally appropriate mathematical teaching methods. Her projects included native ways of counting, measuring, creating designs, constructing artifacts and navigating on the tundra. Her purpose is to develop mathematics curriculum for Alaskan Native and American Indian students, improving awareness of mathematics in the cultural ways of elders and appreciation for mathematics in the classroom, outside the classroom, and in their cultures. For more information, go to <http://ebradley2008.googlepages.com>