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?y-part of turning point [Max value of $f(x)$] is 7 . a < 0 and shape . b < 0 ? b negative ?axis of symmetry on left of y-axis roots real, unequal & opposite signs ? x-ints on opposite sides of y-axis x y 7

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Considers how our ideas about mathematics shape our individual and cultural relationship to the field. Where and how do we, as a culture, get 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 individual and cultural relationship to the field. She considers four locations in which representations of mathematics contribute to our cultural understanding of mathematics: mathematics 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 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, revealing the limited and problematic nature of the normative construction of mathematical subjectivity.

The purpose of this book is to investigate with conceptualization how reforms change educational organizations and subjectivities, and how educational organizations change reforms. The book gives an account of the power of conceptual endeavors, with close readings of empirical material. The book elaborates this through empirical investigations of the intertwinement of different educational reforms, of policies, standards, and everyday educational lives across the globe. As well as telling stories of reforms and how they transform and are transformed by the educational organizations and subjects they engage, the book highlights how a careful enactment of methodologies and critiques might enable a tracing of not only intended but also unintended effects of reforms. In this way, the book explores performative approaches to education reform and thus attempts to nuance the idea of causality and linearity in the implementation of education reforms. Engaging with performative approaches, this book scrutinizes how reforms are involved with the creation and shaping of the world and thus offers insight into what happens when reforms are borrowed, translated, and taken up in a range of ways. This book was originally published as a special issue of the *International Journal of Qualitative Studies in Education*.

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