Abstract
This article proposes a characterization of the epistemological perspectives that have guided approaches to the issue of educational inequality in Mexico, based on professional educational research. The empirical material was obtained from a review of the main specialized journals on education in Mexico between 1971 and 2010. Studies of inequality in Mexican education were separated into two simplified classifications: a positivist approach and an interpretative approach. The most significant finding was that the positivist perspective has been dominant in domestic production since the emergence of professional research. The article closes with a discussion of some of the consequences of the current state of academic production, along with a glimpse of various omissions and possibilities.

Keywords
Social inequality, epistemology, academic journals, educational research, Mexico.