

Chapter 9: Power

1. Describe a recent challenging math problem you explored. Which of the powers of mathematics did you develop or use in that exploration (interpretation, definition, quantification, abstraction, visualization, imagination, creation, strategization, modeling, multiple representations, generalizations, structure identification)?
2. Discuss creative power and coercive power that you have witnessed in mathematical settings.
3. How can teachers affirm their students' dignity as creative human beings in the way that they do mathematics?
4. What connections do you see between the way Su talks about power in a mathematics classroom and the way that Jesus talks to his followers about power?

Chapter 10: Justice

1. In what ways have you seen mathematics being taught that you think should change? How does that relate to Su's discussion of justice in the chapter?
2. All of us, no matter how well intentioned we are, harbor bias. How can we mitigate bias in mathematical spaces? Who is harmed by bias in mathematical spaces, and why?
3. What inequities do you notice in mathematical spaces? Who is harmed by those inequities? Think deeper than the obvious answers.
4. What surprised you in this chapter?