

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?

Chapter 11: Freedom

1. In what settings have you experienced any of these freedoms: freedom of knowledge, freedom to explore, freedom of understanding, or freedom to imagine? What contributed to you feeling that freedom?
2. What things have you experienced in a math classroom that feel like freedom? What things feel like domination?
3. In what ways can you extend the freedom of welcome in mathematics to those around you and in your future? Be as concrete as possible.
4. Paul has a lot to say about freedom, particularly in Galatians 5. What connections do you see there with what Su is saying about freedom?