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Nota di contenuto	Part I: Learning and Landscapes -- Chapter 1. Concerns and Hopes -- Chapter 2. Landscapes and Racism -- Chapter 3. Democracy and Erosions -- Chapter 4. Sustainability and Risks -- Chapter 5. To Learn or Not to Learn? -- Part II: Crises and Formatting -- Chapter 6. Crisis and Critique -- Chapter 7. Banality of Mathematical Expertise -- Chapter 8. Mathematics and Ethics -- Chapter 9. Mathematics and Crises -- Chapter 10. Picturing or Formatting? -- Part III: Critique and Dialogue -- Chapter 11. Critique of Mathematics -- Chapter 12. Critique of Critique -- Chapter 13. Initial Formulations of Critical Mathematics Education -- Chapter 14. A Dialogic Theory of Learning Mathematics -- Part IV: Width and Depth -- Chapter 15. All Students -- Chapter 16. Beyond Stereotypes -- Chapter 17. Social Theorising and the Formatting Power of Mathematics -- Chapter 18. A Philosophy of Critical Mathematics Education.
Sommario/riassunto	The book Critical Mathematics Education provides my recent contribution to the further development of critical mathematics education. It gives examples of learning environments, which invite

students to engage in investigative processes. It discusses how mathematics can be used for identifying cases of social injustice, and it shows how mathematics itself can become investigated critically. Critical Mathematics Education addresses issues with respect to racism, oppression, erosion of democracy, sustainability, formatting power of mathematics, and banality of mathematical expertise. It explores relationships between mathematics, ethics, crises, and critique.
