

**ZMATH 2015d.00476**

**Kollosche, David**

**Logic, society and school mathematics.**

Ubuz, Behiye (ed.) et al., CERME 8. Proceedings of the eighth congress of the European Society of Research in Mathematics Education, Antalya, Turkey, February 6–10, 2013. Ankara: Middle East Technical University (ISBN 978-975-429-315-9). 1754-1763 (2013).

Summary: An example of Aristotelian logic, which I show to be paradigmatic for scholastic logic and school mathematics, is analysed for its social functions. This analysis builds upon a socio-historical interpretation of the meaning of early logic and shows its dialectic religious, epistemological and political dimensions: On the one side, logic can be used to appease, to emancipate and to amplify thought; on the other side, it might lead to fear, subjection and intellectual constraints. The combination of both allows logic and mathematics to become an instrument of power. Mathematics education, then, is the institution in which the acceptance of this instrument of power is cultivated.

*Classification:* E20 D20 E30

*Keywords:* Aristotelian logic; social functions