A Real Analysis course for undergraduates introduces the students to the axioms of the real numbers, to abstract notions and to rigorous reasoning. The large amount of topics to be covered, combined with the difficulty they present for the novice, force the instructor to pack the teaching time maximally with serious theory. No time can be afforded for historical digressions, discussions about the nature and methodology of mathematics, or for reading and writing assignments “about” mathematics. In this presentation, I will talk about my attempt to defy this common sense view, and about the results of my attempt. (Received September 22, 2011)