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Janet Heine Barnett* (janet.barnett@csupueblo.edu). *Mathematics as Discourse: A Commognitive View of Late 19th-Century Algebra*. Preliminary report.

In *Thinking as Communicating* (2008), Sfard seeks to “change our thinking about thinking” by defining thinking as an intrapersonal form of communication, coining the term “commognition” to emphasize communication and cognition as “different manifestations of basically the same phenomenon” (p. 83). “Doing mathematics,” at both the individual or community level, is then the act of participating in mathematical discourse, and “learning mathematics” that of becoming a full-fledged participant in a discourse community. Discourse here is an activity regulated by two types of rules: object-level rules reflecting regularities in the behavior of the discursive (e.g., mathematical) objects, and metadiscursive rules reflecting regularities in the activities of the discursants. In this framework, “studying the history of mathematical discourses and studying the evolving discourse of the child become different versions of the same endeavor” (Sfard 2008, p. 124). Thus, while motivated by quandaries about mathematical learning at an individual level, commognitive theory also offers historians a new historiographical lens. Drawing on works by Cayley, Dedekind and Hölder, this talk explores what this lens can reveal about the development of algebra in the late 19th century. (Received September 09, 2019)