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The value of entertainment in a mathematics course.

During the academic year 2005-2006 students at American University wrote and performed a play about infinity and participated in a jeopardy style gameshow. In this paper we analyze these experiences to explore the values of entertainment projects in a mathematics course. Student surveys and faculty interviews are used to argue that beyond entertaining students, such projects can change attitudes, raise interest and offer new and novel perspectives on mathematical content. (Received September 26, 2006)