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Satish C Bhatnagar* (bhatnaga@unlv.nevada.edu). *New approaches in History of Mathematics courses.*

The paper delineates two new approaches for history of mathematics courses. This fall, I took a frog-leap approach in the timeline of history of mathematics. For example, in the first week, a standard 1st chapter on prehistoric math was followed by the 24th chapter on history of the latest mathematics problems in the second week – and then switching back to 2nd, and so on. This type of coverage suits math graduate students as they can appreciate a ‘candle burning at both ends’. Secondly, in order to instill a historian’s mindset in mathematics students, ‘small’ hands-on-history projects are done. These individual projects are of the nature that one cannot find information on them by Googling or browsing in the libraries. A typical project requires both leg work and finger work in collecting oral history, doing interviews, visiting offices, museums, and special collections. The paper describes some projects. At the end, the students get an unforgettable experience on ‘the facts’ in history and how they are different from proofs in mathematics (Received September 14, 2013)