

1. *Assignment*

- a. Are there further questions about the social organization of mathematics?
- b. I selected a paper for discussion, also written for a senior-level course on history of mathematics. Follow the “Germain term paper” link on this course’s home webpage to see it. The paper received an A– grade. I copyedited it and returned it to the student with the detailed comments, prefaced by the this general remark:

This is a marvelous paper. Should it not have been so, I would not have constructed the following critique. I hope it helps you! I have complete confidence that you can do the things I suggested. (On the other hand I realize very much the time it takes to learn how to do all this stuff, even after you get the basic inspiration.)

For this paper I want to stress more that critique, to show you the level of detailed attention that an interested reader would want to give your work. Moreover, as you’ve seen already, many types of questions that arise here recur in other contexts, even those of more immediate concern to you, that seem remote indeed from the history related in this paper. Please read it through to prepare for its discussion.

2. *Style log*

- a. As you progress through a writing project, you should keep a log of decisions you make about format, grammar, diction, spelling—standards of all sorts. My log for Marchisotto and Smith 2007 is online: [click here](#). This helps you keep your writing consistent. Readers really are confused when you make an unintentional distinction in your writing; they think it’s intended, and puzzle about an elusive difference. Similarly, you may decide to use some formal convention to emphasize a distinction. If later you forget to maintain it, you lose effectiveness.
- b. We spent the hour discussing various points in the log.