

1. *Assignment*
 - a. Are there further questions about the social organization of mathematics?
 - b. Continue reading the Germain paper, up for discussion.
 - c. The class opted to discuss next the general topic *presentations*. That would have several subtopics, and each subtopic would have some items. For example, the topic *proper attire* might have subtopics *colors*, *formality*, etc. In order that everyone should have the opportunity to suggest items for subtopics, please be prepared to suggest some specific subtopics at next meeting. I'll post them, so that everyone can then prepare to contribute to subtopic discussions.
2. *Germain paper*. I selected this paper for discussion, also written recently for a senior-level course on history of mathematics. The paper received an A- grade. I copyedited it and returned it to the student with the following detailed comments. For this paper I want to stress more these comments. The reason for that is 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 come up here recur in other contexts, even those of more immediate concern to you, that seem remote indeed from the history related in this paper.

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.)

- a. *Timeline*. Super.
- b. Paragraph *Marie-Sophie Germain was*.
 - i. *Who* said that when reading ...?
 - ii. If you're going to use French, spell it right: *François, Mathématiques*. Your word processor *will* cooperate.
 - iii. You should have cited Bézout (and spelled him right). I'm interested in *what* text.
- c. Paragraph *Germain was relentless*. *Women of her social class*.
- d. Paragraph *In 1795, Germain*.
 - i. Some of your words detract from your impact. *Ripe* when applied to a young woman suggests something you probably don't intend.
 - ii. She was 19 in 1795. Was that the appropriate age for *men* to enter university? (I don't know. Check some of her contemporaries.)
 - iii. I think *academy* generally refers to lower-level schools, and that she was probably by then beyond that level. But you don't need that, since you're rightly just considering l'École Polytechnique.
 - iv. There hadn't been time for the Polytechnique to establish its common practice. You mean *for schools to make lecture notes available*. I didn't know that. Did they pay someone to make legible notes?
 - v. This paragraph is too long. I think you meant to split it, but didn't quite.
 - vi. How many mathematicians offered? What sort? Impoverished students? Underpaid schoolteachers? Gigolos? It would be interesting to know!
 - vii. In several places so far I have suggested rewording that would at once shorten your prose and increase its impact. Often less is more.
- e. Unindented paragraph *One of the*.

- i. Careful: no solution for positive integers x, y, z, n with $n > 2$.
- ii. Not so: Wyles achieved extreme fame a few years ago for his proof!
- iii. Careful: infinitely *many* values for n .
- iv. We normally use italics for variables: look at a standard text!
- v. You mean $n = p - 1$ for *any* prime $p \equiv 7 \pmod{8}$. *Some* suggests that she found a proof just for *one* such p . Be supercareful about *some, any, a, the*, etc.!
- vi. *Up and coming* is a little frivolous for Gauss' image!
- vii. He was Carl Friedrich, not Friedrich.
- viii. *When* did she send this to him? In 1797 he was only 20. Did she know that?
- f. Paragraph *In 1806, napolean's* [sic].
 - i. Take spelling more seriously.
 - ii. *Pen pal* is sorta frivolous, too. But in English the subject of a gerund is genitive: it should be *his pen pal's being a woman*.
 - iii. In what language did Gauss write her?
 - iv. You probably don't mean *reprinted* but rather *translated*. The former means reissuing something published earlier. But it may be that the letter *was* translated and published earlier. Someone wanting to follow up would want to know that. Be specific. That's what bibliographic citations are for.