

At Alverno College, I used the “History of Truth” project in my discrete mathematics class. Alverno, which is a liberal arts college, is dedicated to the undergraduate education of woman, in which all classes are assessment based; there are no grades. This project fits in perfectly with our mission for our graduating students to have mastered the eight abilities of communication analysis, problem solving, valuing in decision-making, social interaction, global perspectives, effective citizenship, and aesthetic engagement. Most of these abilities were directly addressed in the project. Each week a section of the project was read by the students and discussed in class along with the assigned exercises. Simultaneously, appropriate material from the text was covered. This project challenged the students to think of mathematics in a way that was consistent with the historical times. It gave our students an opportunity to experience the intellectual growth of an important area of mathematics, to understand key mathematics, and to appreciate that our present form of logic took time to develop. My students’ self-assessments clearly indicated that they also felt the goals of this project to appreciate the historical growth of mathematics and to understand mathematical logic were met.

James D. Factor, Assistant Professor  
Mathematics and Computing Department  
Alverno College, Milwaukee WI