1150-97-290 **Daniel E. Otero*** (otero@xavier.edu), Xavier University, Department of Mathematics, 3800 Victory Parkway, Cincinnati, OH 45207-4441. *"In Which They Reveal to Us Only the Best of Their Thoughts": on teaching mathematics through primary historical sources.* Preliminary report.

The author will reflect on 25 years of teaching mathematics to undergraduates through a focus on primary historical source readings, classroom discussions about these readings, and student work on tasks and exercises that develop an understanding of the mathematics contained within the readings. This pedagogical approach has been used across the mathematics curriculum, not only in his history of mathematics courses, but in calculus courses for humanities students and, most recently, in courses in first-year trigonometry, in "first proofs" transition courses, and in an abstract algebra course.

Among the discussion points: what motivated the use of this method of teaching; examples of how the use of primary sources as central texts for the classroom alter the classroom environment; the challenges of this approach for instructor and student; and anecdotal evidence of its benefits for student engagement and learning. (Received July 11, 2019)