2010年近现代数学史国际会议

The topic of "mathematical practice" or of "professional cultures in mathematics" is one that has become quite active in contemporary research and arouses interest from historians as well as philosophers of mathematics.

This is thus a topic that is particularly appropriate to bring together historians and philosophers of mathematics, which is one of the aims of the conference.

The conference aims to address the issues of "practice" and "professional cultures" for history of mathematics between 1800 and 1930.

One of its goals is to understand how these concepts can help us better understand mathematics during this long century. Conversely, the question will be raised of how our understanding of these concepts can be improved if we are to use them to approach the history of mathematics during this time span.

The conference will invite participants to approach these issues with a breadth so far unprecedented.

First, in addition to suggesting to approach the 19th century from the point of view of professional cultures and practices, we shall invite contributions that bear on mathematics considered globally, that is with contributions dealing with Europe, the United states, China, Japan, the Arab world, India, and so on.

Another specificity is that, in relation to the topic chosen, we would like to invite contributions that will not only focus on mathematics as an academic discipline, but also deal with mathematical practices and cultures outside the academia.

In addition, we would like to include, within our scope, the history of disciplines such as history and philosophy of mathematics. Within which context did they develop? Which ties did they have with the various mathematical cultures and practices? In which ways is it important to take them into account to deal with the topic envisioned?

Finally, we shall invite present-day working mathematicians to share with us how they approach the motley of mathematical practices today.

We are deeply convinced that the better understanding of modern mathematical activity that such an approach can yield will be helpful for mathematics education at all levels.

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