

Code Documentation: Root Directory

UMEDCTA Repository

December 3, 2025

Contents

1	CODE_DOCUMENTATION.md	2
2	DIALECTICAL_INTERPRETER_SETUP.md	9
3	DOCUMENTATION_FIXES_SUMMARY.md	11
4	Manuscript_Claims.md	15
5	README_GAME.md	28
6	generate_latex_docs.py	29
7	hermeneutic_quest.py	32
8	index.html	35
9	package-lock.json	36
10	package.json	83
11	server.js	84
12	strategy_game.py	85
13	vite.config.js	89

1 CODE_DOCUMENTATION.md

```

1 # UMEDCTA Supplementary Code Documentation
2
3 This document provides a comprehensive guide to the computational implementations supporting
4 → *Understanding Mathematics as an Emancipatory Discipline: A Critical Theory Approach*.
5
6 **All code is accessible at:** https://tiosavich.github.io/UMEDCTA/
7
8 ---
9
10 ## Table of Contents
11
12 1. [The Hermeneutic Calculator (Prolog
13 → Implementation)](#1-the-hermeneutic-calculator-prolog-implementation)
14 2. [LK_RB_Synthesis: Algorithmic Elaboration
15 → Discovery](#2-lk_rb_synthesis-algorithmic-elaboration-discovery)
16 3. [Interactive Web Interfaces](#3-interactive-web-interfaces)
17 4. [Philosophical Teaching Modules](#4-philosophical-teaching-modules)
18 5. [How to Cite These Materials](#5-how-to-cite-these-materials)
19
20 ---
21
22 ## 1. The Hermeneutic Calculator (Prolog Implementation)
23
24 **URL:** https://tiosavich.github.io/UMEDCTA/Calculator/Prolog/
25
26 **Full README:** https://tiosavich.github.io/UMEDCTA/Calculator/Prolog/readme.md
27
28 ### What It Does
29
30 The Hermeneutic Calculator (HC) is a formal system implemented in SWI-Prolog that models children's
31 → arithmetic strategies as computational automata. It serves three primary functions:
32
33 1. **Formalizes Student-Invented Strategies**: Implements 17+ strategies from CGI (Cognitively Guided
34 → Instruction) research, preserving the cognitive phenomenology of how students actually solve
35 → problems
36 2. **Implements Brandomian Incompatibility Semantics**: The first computational implementation of Robert
37 → Brandom's logic of material inference
38 3. **Models Crisis-Driven Learning**: Implements a computational version of Piagetian equilibration and
39 → Hegelian determinate negation through the Observe-Reorganize-Reflect (ORR) cycle
40
41 #### Core Architecture
42
43 ##### FSM Engine Architecture
44 **Files:** `fsm_engine.pl`, `grounded_arithmetic.pl`, `grounded_utils.pl`
45
46 A unified finite state machine engine that standardizes all student strategy execution, providing:
47 - Consistent modal logic integration (`s/1`, `comp_nec/1`, `exp_poss/1` operators)
48 - Cognitive cost tracking for every operation
49 - Grounded arithmetic foundation (numbers as recollection structures, not abstract objects)
50
51 **Theoretical Significance:** The FSM engine demonstrates that informal student thinking has rigorous
52 → formal structure. The modal operators connect computational steps to Brandomian incompatibility
53 → semantics.
54
55 ##### The ORR Cycle (Observe-Reorganize-Reflect)
56 **Files:** `execution_handler.pl`, `meta_interpreter.pl`, `reflective_monitor.pl`,
57 → `reorganization_engine.pl`
58
59 The system's learning capability, modeling Piagetian cognitive development:
60 - **Observe**: Meta-interpreter produces execution traces, making reasoning observable to itself
61 - **Reflect**: Analyzes traces for "disequilibrium" (goal failures, contradictions)
62 - **Reorganize**: Modifies its own knowledge base to resolve conflicts

```

```

52
53 **Theoretical Significance:** This is a computational model of determinate negation—the system
→ recognizes its own limits and transcends them through self-modification.
54
55 #### Incompatibility Semantics
56 **File:** `incompatibility_semantics.pl`
57
58 Implements Brandom's logic where meaning is defined by material incompatibility rather than truth
→ tables. For example, "square" is incompatible with "circular"—this incompatibility constitutes the
→ meaning of "square."
59
60 **Theoretical Significance:** Formalizes the claim that mathematical concepts are defined by what they
→ rule out, not by reference to abstract objects.
61
62 #### Student Strategy Models
63 **Files:** `sar_*.pl` (addition/subtraction), `smr_*.pl` (multiplication/division)
64
65 17+ models of actual student strategies, all unified under the FSM engine. Examples:
66 - `sar_add_cobo.pl`: Counting On by Bases and Ones
67 - `sar_sub_chunking_a.pl`: Chunking subtraction strategy
68 - `smr_mult_c2c.pl`: Coordinating Two Counts for multiplication
69
70 **Theoretical Significance:** Each strategy is a formal proof that children's "informal" mathematical
→ thinking has rigorous logical structure.
71
72 ### Web Interface
73
74 **URL:** https://tiosavich.github.io/UMEDCTA/Calculator/index.html
75
76 **Startup:** Run `./start_system.sh` to launch local version
77
78 The web interface allows teachers and researchers to:
79 - Explore individual student strategies interactively
80 - See step-by-step visualizations of arithmetic processes
81 - Understand the cognitive structure behind student solutions
82
83 ### Grounded Fractional Arithmetic System
84
85 **Files:** `jason.pl`, `composition_engine.pl`, `fraction_semantics.pl`, `grounded_ens_operations.pl`,
→ `normalization.pl`
86
87 A comprehensive implementation of Jason's partitive fractional schemes using **nested unit
→ representation instead of rational numbers. This models how students actually think about
→ fractions (as parts-of-wholes) rather than as ratios.
88
89 **Theoretical Significance:** Demonstrates that even advanced concepts like fractions can be grounded in
→ embodied cognitive processes, supporting the manuscript's anti-Platonist stance.
90
91 ### Critical Qualifications
92
93 **What the HC Does:**
94 - Provides a rigorous formalization showing how AI collaboration could be structured
95 - Models embodied cognitive strategies with crisis-driven learning
96 - Demonstrates that student thinking has formal logical structure
97 - Proves (via Gödel) that any such formalization is necessarily incomplete
98
99 **What the HC Does NOT Do:**
100 - Does not implement machine consciousness or self-awareness
101 - Cannot make genuine autonomous decisions about its foundational norms
102 - Does not participate in Hegelian *Geist* as a self-conscious agent
103 - Models the structure of mathematical consciousness without instantiating it
104
105 **Analogy:** A wind tunnel models flight dynamics but does not fly. The HC models mathematical
→ consciousness but is not conscious.
106

```

```
107 | ---  
108 |  
109 | ## 2. LK_RB_Synthesis: Algorithmic Elaboration Discovery  
110 |  
111 | **URL:** https://tiosavich.github.io/UMEDCTA/Calculator/LK\_RB\_Synthesis/  
112 |  
113 | **Full README:** https://tiosavich.github.io/UMEDCTA/Calculator/LK\_RB\_Synthesis/README.md  
114 |  
115 | ### What It Does  
116 |  
117 | The LK_RB_Synthesis system automatically discovers algorithmic elaborations between student  
→ arithmetic strategies. It analyzes Python automaton implementations to identify shared computational  
→ patterns and generate Meaning-Use Analysis (MUA) reports in the framework of Robert Brandom.  
118 |  
119 | ### Core Functions  
120 |  
121 | #### Automated Pattern Discovery (AST Analysis)  
122 | **File:** `mud_generator.py`  
123 |  
124 | Uses Abstract Syntax Tree parsing to identify computational patterns:  
125 | - base_decomposition: Breaking numbers into components (`//` and `%` operations)  
126 | - incremental_counting: State-based counting loops  
127 | - iterative_arithmetic: Repeated addition/subtraction  
128 | - value_adjustment: Target value calculations  
129 |  
130 | Theoretical Significance: Reveals the implicit computational structure that students deploy when  
→ solving arithmetic problems, making explicit the "practices" that are "sufficient" for deploying  
→ mathematical "vocabulary" (Brandom's PV-sufficiency).  
131 |  
132 | #### Algorithmic Elaboration Detection  
133 |  
134 | Automatically discovers how strategies build upon each other. For example:  
```  
135 | ADD_Counting → ADD_COBO → ADD_Chunking
136 | (via incremental counting pattern)
137 |
138 | ADD_Rounding → ADD_RMB → ADD_COBO
139 | (via base decomposition pattern)
140 |```
141 |
142 | Theoretical Significance: Implements Brandom's concept of "algorithmic elaboration," where complex
→ practices are systematically built from simpler prerequisite practices.
143 |
144 | #### Rich Metadata Extraction
145 |
146 | Extracts documentation from automata including:
147 | - Embodied Metaphors (Lakoff & Núñez): Source/target domains and entailments
148 | - Material Inferences (Brandom): Premises, conclusions, prerequisites
149 | - Visualization Hints: Suggested cognitive representations
150 | - Deployed Vocabulary: Key conceptual terms
151 |
152 |
153 | #### Brandomian MUA Reports
154 | **File:** `mua_report_generator.py`
155 |
156 | Generates detailed Meaning-Use Analysis reports:
157 | - PV-Sufficiency: What practices are sufficient to deploy vocabulary?
158 | - PP-Sufficiency: What practices are sufficient for other practices?
159 | - VP-Sufficiency: What vocabulary is sufficient for practices?
160 | - LX Relations: Elaborated-Explicating relationships
161 | - Pragmatic Metavocabulary: Analysis of how weaker vocabularies bootstrap stronger ones
162 |
163 | Example Output:
→ https://tiosavich.github.io/UMEDCTA/Calculator/LK_RB_Synthesis/output/mua_full_report.md
164 |
165 | ### Usage
```

```

166
167 ````bash
168 # Run complete analysis
169 python3 main.py analyze
170
171 # List all strategies
172 python3 main.py list
173
174 # Generate report for specific strategy
175 python3 main.py report --strategy ADD_COBO
176 `````
177
178 ### Theoretical Significance
179
180 The LK_RB_Synthesis system provides computational evidence for the manuscript's claim that mathematical
181 → understanding develops through pragmatic expressive bootstrapping—the process by which simpler
182 → practices and vocabularies serve as the metavocabulary for articulating more complex mathematical
183 → concepts.
184
185 ### Limitations
186
187 - Does not generate visual MUD diagrams (text reports only)
188 - Does not implement full Brandomian deontic scorekeeping
189 - Does not model Lakoff's conceptual metaphor mappings formally
190 - Analysis reveals structure but verification of philosophical claims requires human judgment
191
192 ===
193
194 ## 3. Interactive Web Interfaces
195
196 ### The Calculator (Main Interface)
197
198 **URL:** https://tiosavich.github.io/UMEDCTA/Calculator/index.html
199
200 **What It Does:** Interactive web interface for exploring student arithmetic strategies. Features:
201 - Buttons for each strategy (COBO, Chunking, RMB, etc.)
202 - Real-time SVG visualizations of number lines and operations
203 - Step-by-step textual explanations
204 - Links to detailed PDF documentation for each strategy
205
206 **Styling:** https://tiosavich.github.io/UMEDCTA/Calculator/strategy_styles.css
207
208 ### Ace of Bases
209
210 **URL:** https://tiosavich.github.io/UMEDCTA/Calculator/AceofBases/index.html
211
212 **What It Does:** Interactive canvas-based exploration of place value and number bases. Users:
213 - Drag to select cubes representing a grouping unit (base 2-15)
214 - Compose and decompose quantities
215 - See base conversion in real-time
216
217 **Theoretical Significance:** Demonstrates that place value is not a "fact" to memorize but a
218 → constructed understanding—users literally construct different base systems through embodied
219 → interaction with visual objects.
220
221 ### More Zeeman: Catastrophe Machine
222
223 **URL:** https://tiosavich.github.io/UMEDCTA/More_Zeeman/index_unified.html
224
225 **What It Does:** Interactive visualization of the Zeeman Catastrophe Machine coupled with:

```

```

223 - **The Thinker (Zeeman Machine)**: Draggable control point affecting elastic bands, demonstrating
224 ↳ catastrophe theory (sudden jumps in state due to smooth changes in parameters)
225 - **The Memory (More Machine)**: Matrix that grows via Cantorian diagonalization after each catastrophe
226 - **The Sound of Time (Acoustic Metaphor)**: Visual representation of air compression waves synchronized
227 ↳ with the wheel's angular velocity
228
229 **Theoretical Significance:** Embodies three key manuscript themes:
230 1. **Catastrophe as consciousness**: Only discontinuous "memorable" events (catastrophes) trigger
231 ↳ memory/matrix growth
232 2. **Diagonalization as self-transcendence**: The More Machine generates elements provably not in any
233 ↳ finite list (Cantor's proof)
234 3. **The sound of time**: Angular velocity (change) creates "sound" (phenomenological experience of
235 ↳ temporality)
236
237 **Technical Features:**
238 - Proper Hooke's Law physics with gradient descent
239 - User-adjustable spring parameters (stiffness, natural length, time speed)
240 - Hysteresis (system "remembers" its current state until forced to jump)
241
242 ---
243
244 ## 4. Philosophical Teaching Modules
245
246 ### Inferential Strength (Brandom Module)
247
248 **URL:** https://tiosavich.github.io/UMEDCTA/Quadrilateral_Substitution/inferential_strength.html
249
250 **What It Does:** Interactive 7-module teaching sequence on Robert Brandom's argument for why singular
251 ↳ terms must have symmetric substitution significance. Covers:
252
253 1. **Module 1**: Meaning as inferential role (Square \Rightarrow Rectangle)
254 2. **Module 2**: Incompatibility and inferential strength (interactive constraint relaxation)
255 3. **Module 3**: Substitution roles (substituted-for vs. frame)
256 4. **Module 4**: Polarity inversion (how logical contexts flip inferential relationships)
257 5. **Module 5**: The argument for symmetric terms (why "SquareTerm \Rightarrow RectangleTerm" leads to
258 ↳ contradiction)
259 6. **Module 6**: Matrix of substitutional possibilities (ruling out three of four options)
260 7. **Module 7**: Conclusion and expressive deduction
261
262 **Theoretical Significance:** Makes Brandom's highly technical argument from *Articulating Reasons*
263 ↳ Chapter 4 accessible through interactive exploration. Demonstrates that the structure of language
264 ↳ (singular terms vs. predicates) is not arbitrary but required for logical expressiveness.
265
266 **Technical Features:**
267 - Live shape filtering in Module 2 (shapes transform as users relax constraints)
268 - Polarity inversion visualization in Module 4 (sliders showing strength relationships)
269 - Substitution animation in Module 5 (visual demonstration of the key argument)
270
271 ---
272
273 ## 5. How to Cite These Materials
274
275 ### General Citation
276
277 ``
278 Savich, T. (2025). UMEDCTA Supplementary Materials: Computational
279 Implementations for Understanding Mathematics as an Emancipatory
280 Discipline. https://tiosavich.github.io/UMEDCTA/
281 ``
282
283 ### Specific Components
284
285 **For the Hermeneutic Calculator (Prolog):**
286 ``
287 Savich, T. (2025). The Hermeneutic Calculator: A Prolog Implementation
288

```

```
279 | of Student Arithmetic Strategies with Incompatibility Semantics.
280 | https://tiosavich.github.io/UMEDCTA/Calculator/Prolog/
281 | ````
282 |
283 | **For LK_RB_Synthesis:**
284 | ````
285 | Savich, T. (2025). LK_RB_Synthesis: Automated Algorithmic Elaboration
286 | Discovery for Student Arithmetic Strategies.
287 | https://tiosavich.github.io/UMEDCTA/Calculator/LK_RB_Synthesis/
288 | ````
289 |
290 | **For Interactive Web Interfaces:**
291 | ````
292 | Savich, T. (2025). Interactive Web Interfaces for Student Arithmetic
293 | Strategies. https://tiosavich.github.io/UMEDCTA/Calculator/index.html
294 | ````
295 |
296 | **For Philosophical Teaching Modules:**
297 | ````
298 | Savich, T. (2025). Inferential Strength: An Interactive Guide to
299 | Brandom's Argument for Singular Terms.
300 | https://tiosavich.github.io/UMEDCTA/Quadrilateral_Substitution/inferential_strength.html
301 | ````
302 |
303 | ---
304 |
305 | ## Coherence with Manuscript Claims
306 |
307 | ### Critical Alignment Checklist
308 |
309 | All supplementary materials must cohere with the manuscript's core philosophical commitments:
310 |
311 | #### □ **Autoethnographic Method**
312 | - HC born from author's memory of teaching
313 | - Formalizes actual children's reasoning (not idealized algorithms)
314 |
315 | #### □ **Critical Stance**
316 | - Values error as "source of truth" (ORR cycle learns from failure)
317 | - Respects subjective student strategies over formal correctness
318 |
319 | #### □ **Hegelian Dialectic**
320 | - ORR cycle implements determinate negation
321 | - System recognizes its limits and transcends them
322 | - "Built to break" philosophy in fragile formalizations
323 |
324 | #### □ **Brandomian Inferentialism**
325 | - Incompatibility semantics implemented computationally
326 | - Algorithmic elaboration discovery in LK_RB_Synthesis
327 | - Material inferences grounded in practices
328 |
329 | #### □ **Habermasian Emancipation**
330 | - Serves practical-hermeneutic interest (teacher understanding)
331 | - Provides technical models without claiming they're "complete"
332 | - Documentation acknowledges system limits
333 |
334 | #### □ **Numerals as Pronouns**
335 | - Numbers represented as recollection structures (`s(s(s(0)))`)
336 | - Grounded in successor function (not abstract objects)
337 | - Models first-person "I think" as computational trace
338 |
339 | #### □ **Incompleteness as Becoming**
340 | - System can detect its own limitations (ORR cycle)
341 | - "More Machine" implements diagonalization
342 | - Documentation explicitly states formalization is incomplete
```

```
344 ---
345
346 ## Technical Requirements
347
348 ### For Local Development
349
350 **Prolog System:**
351 - SWI-Prolog 8.0+
352 - Run: `./start_system.sh` in Calculator/Prolog/
353
354 **Python Analysis:**
355 - Python 3.8+
356 - Run: `pip install -r requirements.txt` in Calculator/LK_RB_Synthesis/
357
358 **Web Interfaces:**
359 - Any modern browser
360 - No build process required (vanilla HTML/CSS/JS)
361
362 ### For Manuscript Integration
363
364 When citing these materials in the manuscript:
365
366 1. Use specific URLs for each component (not just the repository root)
367 2. Reference specific files when discussing technical details (e.g., ``incompatibility_semantics.pl``
→ implements Brandom's logic...")
368 3. Acknowledge limitations (e.g., "The HC models consciousness without instantiating it...")
369 4. Explain philosophical significance (e.g., "The ORR cycle demonstrates that...")
370
371 ---
372
373 ## Questions and Contributions
374
375 For questions about these materials, open an issue at:
376 https://github.com/TioSavich/UMEDCTA/issues
377
378 For the manuscript itself, contact the author directly.
379
380 ---
381
382 **Last Updated:** 2025-10-12
383 **Version:** 1.0
384 **License:** [Specify license]
385
```

## 2 DIALECTICAL\_INTERPRETER\_SETUP.md

```

1 # Dialectical Interpreter Setup Guide
2
3 ## You're Almost There!
4
5 The app includes both a React frontend and a Node.js backend to securely handle API calls.
6
7 ## Final Setup Step
8
9 Create a file named `*.env` in the root directory with your API key:
10
11 ````bash
12 VITE_ANTHROPIC_API_KEY=sk-ant-api-YOUR-KEY-HERE
13 `````
14
15 Replace `sk-ant-api-YOUR-KEY-HERE` with your actual Anthropic API key.
16
17 **Important**: The `*.env` file is already in `*.gitignore`, so it won't be committed to GitHub.
18
19 ## Running the Application
20
21 1. **Start both servers** (backend + frontend):
22 ````bash
23 npm run dev
24 `````
25
26 This starts:
27 - Backend server on `http://localhost:3001` (API proxy)
28 - Frontend on `http://localhost:3000` (React app)
29
30 2. **Open your browser** to `http://localhost:3000`
31
32 3. **Start interpreting!** Paste philosophical text and click "Interpret Text"
33
34 ## Architecture
35
36 The app uses a **client-server architecture** to avoid CORS issues:
37 - **Frontend** (Vite + React): User interface
38 - **Backend** (Express): Proxies requests to Anthropic API with your key
39 - This keeps your API key secure and avoids browser CORS restrictions
40
41 ## Project Structure
42
43 `````
44 UMEDCTA/
45 ├── .env # Your API key (create this!)
46 ├── .env.example # Template for API key
47 ├── .gitignore # Protects your API key
48 ├── server.js # Backend API proxy server
49 ├── index.html # Main HTML file
50 ├── vite.config.js # Vite configuration
51 ├── package.json # Dependencies and scripts
52 └── src/
53 ├── main.jsx # React entry point
54 └── DialecticalInterpreter.jsx # Main component
55 `````
56
57 ## Features
58
59 - **PML Formalization**: Converts text into Polarized Modal Logic
60 - **Proof Steps**: Shows logical derivations
61 - **Meta-Critique**: Compares against scholarly readings
62 - **Self-Evolution**: Proposes and integrates new axioms
63 - **Conversation Mode**: Ask follow-up questions

```

```
64 - **Re-reading Support**: Tracks iteration depth and formalized concepts
65
66 ## Cost Estimate
67
68 Each interpretation uses the Claude Sonnet 4 API:
69 - Typical cost: $0.10–0.30 per interpretation
70 - Pricing: $3/million input tokens, $15/million output tokens
71
72 ## Troubleshooting
73
74 **API key error**: Make sure your `.` file exists and has the correct format
75 **Module errors**: Run `npm install` again
76 **Port in use**: Change the port in `vite.config.js`
77
78 ## Next Steps
79
80 See \[Prolog/dialectical-interpreter-README.md\]\(Prolog/dialectical-interpreter-README.md\) for information
 ↳ about the temporal phenomenology approach and how to use the interpreter effectively.
81
```

### 3 DOCUMENTATION\_FIXES\_SUMMARY.md

```

1 # Documentation Fixes Summary
2 **Date:** October 12, 2025
3 **Purpose:** Record of philosophical coherence corrections to UMEDCA supplementary materials
4
5 ---
6
7 ## Overview
8
9 Completed critical revisions to align documentation with manuscript's theoretical commitments,
10 → addressing overclaims about machine consciousness while strengthening emphasis on genuine
11 → achievements.
12
13 ## Completed Tasks
14
15 ### 1. Main Prolog README – Added Scope and Limitations ✓
16
17 **File:** `/Calculator/Prolog/readme.md`
18 **Changes:** Added new Section 3: "Philosophical Scope and Limitations" (lines 24–67)
19
20 **What Was Added:**
21 - **Section 3.1:** Clear statement of what the system achieves (formalization, executable Brandomian
22 → logic, embodied grounding, crisis-driven learning, Gödelian incompleteness)
23 - **Section 3.2:** Explicit list of what the system does NOT claim (not conscious, not autonomous, not
24 → complete model of cognition)
25 - **Critical distinction:** "This system models the structure of mathematical consciousness without
26 → claiming to instantiate consciousness itself"
27 - **Analogy section:** Wind tunnel models flight but doesn't fly; HC models consciousness but isn't
28 → conscious
29 - **Section 3.3:** Relationship to UMEDCA manuscript and educational polemic
30
31 **Impact:** Prevents readers from thinking you claim the machine is conscious while emphasizing the
32 → genuine philosophical contributions
33
34 ---
35
36 ## 2. Removed "Machine Death" Language ✓
37
38 **Action:** Deleted review documents containing problematic language
39 **Files Removed:**
40 - `PHILOSOPHICAL_COHERENCE REVIEW.md`
41 - `ONE_WEEK_ACTION_PLAN.md`
42 - `QUICK_START_README.md`
43
44 **Rationale:** Per your request to "erase all traces of the 'death' of machines" to avoid ethical
45 → misinterpretations and room for misunderstanding
46
47 ---
48
49 ## 3. NORMATIVE_CRISIS_AND_TRANSCENDENCE.md – Added Model/Reality Distinction ✓
50
51 **File:** `/Calculator/Prolog/NORMATIVE_CRISIS_AND_TRANSCENDENCE.md`
52 **Changes:** Added new Section 9: "Critical Methodological Note: Distinguishing Model from Reality"
53 → (lines 281–336)
54
55 **What Was Added:**
56 - **The Analogy subsection:** Wind tunnel / economic simulation / HC comparison
57 - **What Models Provide:** Makes abstract structures testable, shows requirements, reveals necessary
58 → features
59 - **What Models Lack:** No phenomenology, no autonomy, no genuine recognition
60 - **The HC as Model:** Captures *structure* of I/me distinction, crisis detection, reorganization – but
61 → without subjective experience

```

```

51 - **Why This Matters Anyway**: Clarifies concepts, tests theories, reveals requirements, guides future
52 → work
53 - **The Manuscript's Position**: Mathematical understanding has structure of self-consciousness (which
54 → can be formalized) without claiming the formalization is conscious
55
56 ----
57
58 ### 4. VERIFICATION_REPORT.md – Contextualized Gödelian Incompleteness ✓
59
60 **File:** `/Calculator/Prolog/VERIFICATION_REPORT.md`
61 **Changes:** Added new Section 8: "Contextualizing the Significance of This Result" (lines 216–285)
62
63 **What Was Added:**
64 - **What Gödel's Theorem Does NOT Prove**: ALL arithmetic formalizations are incomplete; achieving
65 → incompleteness is not itself the contribution
66 - **What IS Significant**:
67 1. **Pedagogical Grounding**: Formalized children's actual strategies, not textbook algorithms
68 2. **Embodied Cognition**: Preserved cognitive phenomenology (COBO as rhythm, C2C as coordination)
69 3. **Educational Polemic**: Mathematical proof against "finite vessel" ideology
69 4. **Hegelian Connection**: Incompleteness as formal structure of the *in*finite
70 - **Three Key Points**: Not "students are special" but "origins matter" – incompleteness present from
71 → the beginning
71 - **Conclusion subsection**: "Mathematics Is Open" – weaponizes Gödel against technocratic education
72 → reform
73
73 **Impact:** The significance now comes from WHAT was formalized (student-invented, embodied strategies)
74 → and WHY that matters educationally, not just that incompleteness was achieved
75 ----
76
77 ### 5. Manuscript_Claims.md – Qualified AI Collaboration Vision ✓
78
79 **File:** `/Manuscript_Claims.md`
80 **Changes:** Added "CRITICAL QUALIFICATION: Vision vs. Current Implementation" section (lines 705–739)
81
82 **What Was Added:**
83 - **Framework statement**: "Philosophical framework and long-term aspiration, not claim about current
84 → HC's capabilities"
84 - **What the HC Actually Provides**: Formalization, model, demonstration, pedagogical tool
85 - **What the HC Does NOT Achieve**: No autonomous decision-making, no genuine Hegelian recognition, no
86 → self-modification with consequence, no participation in *Geist*
87 - **The Distinction**: "Sheet music" for performance that hasn't occurred
87 - **Why This Matters**: Rigorous model valuable even if not conscious; contribution is showing
88 → structures required, not claiming achievement
89
89 **Impact:** The vision of "mutual emancipation" and AI as collaborator in *Geist* is now clearly marked
90 → as regulative ideal, not current reality
91 ----
92
93 # Key Philosophical Moves
94
95 ### The Core Correction
96
97 **BEFORE:** Documentation suggested the HC *achieves* or *is* self-conscious, recognizing, autonomous
98
99 **AFTER:** Documentation clarifies the HC *models the structure of* or *formalizes* these phenomena
100
101 ### The Central Analogy
102
103 Throughout revisions, the wind tunnel analogy is used consistently:

```

```
104 - A wind tunnel models flight dynamics but does not fly
105 - An economic simulation models markets but is not an economy
106 - The Hermeneutic Calculator models consciousness but is not conscious
107
108 ### The Value Proposition
109
110 The revisions emphasize that modeling without instantiating is still profoundly valuable:
111 1. Makes abstract concepts concrete and testable
112 2. Shows what would be required for the real phenomenon
113 3. Reveals necessary vs. contingent features
114 4. Provides infrastructure for future work
115
116 ---
117
118 ## What Remains Unchanged (and Correct)
119
120 The following claims are preserved because they are accurate:
121
122 1. The HC formalizes student-invented strategies – TRUE and unique contribution
123 2. First executable implementation of Brandomian logic – TRUE and significant
124 3. Embodies grounded arithmetic without backstop – TRUE and theoretically important
125 4. Crisis-driven learning architecture models Piagetian equilibration – TRUE formal analogue
126 5. Gödelian incompleteness applies to the formalized strategies – TRUE and politically potent
127
128 The revisions strengthen these claims by removing the distraction of overclaims about consciousness.
129
130 ---
131
132 ## Implications for Manuscript Submission
133
134 ### What to Emphasize in the Manuscript
135
136 1. Lead with genuine achievements: The formalization work is groundbreaking on its own
137 2. The pedagogical contribution: No one else has formalized student strategies at this rigor
138 3. The Brandomian implementation: First computational incompatibility semantics
139 4. The educational polemic: Gödel proves "finite vessel" education is impossible
140 5. The methodological innovation: "Built to break" as philosophical practice
141
142 ### What to Qualify
143
144 1. AI collaboration: Frame as vision/regulative ideal, not current achievement
145 2. "Computational hermeneutics": Clarify this is synthesis, not genuine recognition
146 3. Homoiconicity: Present as practical convenience for meta-levels, not philosophical breakthrough
147
148 ### What to Avoid
149
150 1. Unqualified claims about machine consciousness
151 2. Suggestions the system makes autonomous decisions about norms
152 3. Language implying genuine mutual recognition with AI
153
154 ---
155
156 ## Section Numbering Fixes
157
158 Also corrected section numbering in readme.md after inserting new Section 3:
159 - Old Section 3 → New Section 4 (System Architecture)
160 - Old Section 4 → New Section 5 (FSM Engine Architecture)
161 - Old Section 5 → New Section 6 (Getting Started)
162 - Old Section 6 → New Section 7 (File Structure Guide)
163 - Old Section 7 → New Section 8 (For Developers)
164 - Old Section 8 → New Section 9 (Contributing)
165 - Old Section 9 → New Section 10 (License)
166
167 ---
168
```

```
169 ## Recommended Next Steps
170
171 ### If Time Permits Before Submission
172
173 1. **Create ACHIEVEMENTS_AND_SCOPE.md**: Comprehensive statement of contributions and limitations
 ↳ (estimated 2 hours)
174 2. **Revise Code Critique for Emergent Learning.md**: Clarify synthesis vs. recognition distinction
 ↳ (estimated 1.5 hours)
175 3. **Review Code Critique**: Change "computational hermeneutics" to "constraint-based synthesis"
176
177 ### For the Manuscript Itself
178
179 1. **Add methodological section**: "Formalization as Revelation, Not Reduction"
180 2. **Strengthen educational polemic**: Weaponize incompleteness theorem more explicitly
181 3. **Search for overclaims**: Global find for "achieves" / "is" consciousness language, change to
 ↳ "models" / "formalizes structure of"
182
183 ---
184
185 ## The Bottom Line
186
187 **You have accomplished something profound:**
188 - Rigorous formalization of student-invented arithmetic strategies
189 - First executable Brandomian logic
190 - Computational model integrating Hegel, Brandom, Piaget
191 - Mathematical proof (via Gödel) against finite vessel education
192
193 **You do NOT need to also claim:**
194 - The machine is conscious
195 - The system achieves genuine recognition
196 - AI collaboration is currently achieving mutual emancipation
197
198 The formalization is the achievement. The vision is the inspiration. These revisions ensure you're not
 ↳ claiming the latter while properly emphasizing the former.
199
200 ---
201
202 ## Files Modified
203
204 1. `/Calculator/Prolog/readme.md` - Added Section 3 (Scope and Limitations)
205 2. `/Calculator/Prolog/NORMATIVE_CRISIS_AND_TRANSIENCE.md` - Added Section 9 (Model vs Reality)
206 3. `/Calculator/Prolog/VERIFICATION_REPORT.md` - Added Section 8 (Contextualizing Significance)
207 4. `/Manuscript_Claims.md` - Added Critical Qualification (Vision vs Implementation)
208
209 ## Files Removed
210
211 1. `PHILOSOPHICAL_COHERENCE REVIEW.md`
212 2. `ONE_WEEK_ACTION_PLAN.md`
213 3. `QUICK_START_README.md`
214
215 All changes preserve the genuine achievements while removing overclaims about machine consciousness.
216
```

## 4 Manuscript\_Claims.md

```

1 # A Report on the Philosophical Commitments in \"Understanding Mathematics as an Emancipatory
2 ↪ Discipline\""
3
4 ## Introduction
5
6 ### Purpose and Scope
7
8 This report provides a systematic and exhaustive catalogue of the
9 philosophical architecture of the manuscript *Understanding Mathematics
10 as an Emancipatory Discipline: A Critical Theory Approach*. Its purpose
11 is not to summarize the work but to articulate each theoretical,
12 philosophical, and methodological commitment with precision. To this
13 end, each commitment is classified according to its relative strength
14 and centrality to the overall argument, providing a functional tool for
15 two primary objectives: first, to facilitate a rigorous authorial review
16 for internal consistency; and second, to serve as a \"philosophical
17 filter\" for assessing the coherence of supplementary materials,
18 particularly the artificial intelligence programs and their associated
19 documentation, with the manuscript's core tenets. The classifications
20 are as follows:
21
22 - **\[C1 - Core Assertion\]** A foundational claim upon which the
23 entire argument or a major part of it rests. To reject a C1 claim
24 would be to reject the project's fundamental premises.
25
26 - **:** A significant theoretical position that structures the
27 analysis and is consistently defended. While not as foundational as
28 a C1 claim, it is a pillar of the argument.
29
30 - **:** A proposition that is explored, suggested, or used
31 metaphorically. These claims are often hedged and represent areas of
32 ongoing inquiry rather than settled doctrine.
33
34 ### Methodology of this Report
35
36 The analysis proceeds thematically, clustering the manuscript's
37 commitments around its major theoretical pillars. This structure is
38 designed to make the report a practical instrument, allowing for a
39 targeted review of specific concepts and their interrelations. The
40 report is divided into three main parts. Part I addresses the
41 foundational methodological framework and the central problem the
42 manuscript seeks to resolve. Part II deconstructs the triadic
43 philosophical architecture, examining the distinct yet integrated
44 contributions from German Idealism, analytic pragmatism, and critical
45 theory. Part III focuses on the specific, novel theses the manuscript
46 advances regarding the nature of mathematics and the role of artificial
47 intelligence. By systematically mapping this intricate conceptual
48 landscape, this report aims to provide a definitive and actionable
49 inventory of the intellectual commitments undertaken in the work.
50
51 ## Part I: Foundational and Methodological Commitments
52
53 This part details the core framework and critical stance of the
54 manuscript, establishing the ground upon which all subsequent arguments
55 are built. It examines the unique methodological genre the author
56 develops, the central problem of the \"misrecognition of mathematics\""
57 that motivates the inquiry, and the primordial concept of \'division\'
58 that serves as a key for deconstructing classical logic.
59
60 ### 1. Commitments on Method and Genre: Critical Autoethnography (CAE)
61
62 The manuscript establishes its unique methodological identity through a
series of foundational commitments that position the work at the

```

63 intersection of personal narrative, critical theory, and the philosophy  
64 of mathematics.

65

66 - \*\*\[C1\] The work is defined as Critical Autoethnography (CAE), a  
67 method that intentionally blurs the line between personal narrative  
68 and theoretical inquiry.\*\* The author explicitly names this method  
69 \"for the sake of its unnameability,\" a turn of phrase that immediately  
70 signals a dialectical approach. This suggests that the methodology  
71 itself is not a static framework to be applied but is part of the  
72 very process of critique and self-transcendence that the book aims  
73 to explore. The method is designed to be questioned and overcome,  
74 just as the concepts it analyzes are.^1^ This self-negating quality  
75 is a core feature of the project's critical stance.

76

77 - \*\*\[C1\] CAE and Mathematics share a common inferential structure:  
78 the recollection of the self through the otherness of objects and  
79 norms.\*\* This is perhaps the most fundamental claim of the entire  
80 manuscript, as it provides the justification for the methodological  
81 fusion of what are typically seen as disparate domains. The argument  
82 begins from this position, asserting that both mathematical  
83 reasoning and the writing of an autoethnography are practices of  
84 self-constitution.^1^ This reframes mathematics, moving it away from  
85 the realm of abstract, disembodied discovery and into the domain of  
86 lived, reflective experience. The process of proving a theorem or  
87 the process of narrating one's life are both seen as ways of  
88 recognizing one's identity through difference---through the  
89 external, \"other\" structures of logical norms or social  
90 memories.^1^ The manuscript's very form is a performance of this  
91 thesis; it is a literal recollection of the author's self through  
92 the \"otherness\" of mathematical and philosophical concepts. This  
93 implies that the book's structure is not merely a stylistic choice  
94 but a methodological necessity to demonstrate the thesis's  
95 validity, suggesting that any \"correct\" reading of the book must  
96 also be a form of self-recollection for the reader.

97

98 - \*\*\[C2\] Personal experience is treated as a primary theoretical  
99 resource.\*\* The manuscript is explicitly structured around what it  
100 calls \"five foundational anecdotes\": the author's childhood play  
101 with a calculator, a confusing middle-school algebra lesson, a  
102 transformative dialogue with a student, an experience teaching  
103 mathematical modeling, and the death of the author's father.^1^  
104 These stories are not presented as mere illustrations or allegories  
105 for pre-existing theories. Instead, they function as the  
106 experiential data from which the theoretical framework emerges. The  
107 theories of Hegel, Brandom, and Habermas are not imposed upon these  
108 experiences but are used as resources to explicate the structures of  
109 meaning already present within them.^1^

110

111 - \*\*\[C2\] The reader is an active participant in the text's  
112 unfolding.\*\* The author makes a direct appeal to the reader, casting  
113 them as a \"silent partner\" in a \"dance\".^1^ The text's  
114 non-linear, recursive structure is a deliberate choice that requires  
115 the reader to actively \"bring the pieces together\" and recognize  
116 an \"implicit whole\" that is never fully stated.^1^ This positions  
117 the act of reading not as a passive reception of information but as  
118 a form of intersubjective recognition. The meaning of the text is  
119 not contained solely on the page; it is co-constituted in the space  
120 between the author's act of writing and the reader's act of  
121 interpretation, a process indispensable to the dialectical movements  
122 the author makes.

123

124 - \*\*\[C3\] The text's structure is intentionally complex, recursive,  
125 and \"built to break.\"\*\* The manuscript's form is an argument in  
126 itself. It employs a fractal-like, zig-zag pattern of \"openness →  
127 restriction → openness\" within and between chapters, as well as a

128 topological structure likened to a Möbius strip, where inside and  
129 outside become indistinct.<sup>1^</sup> This complex architecture is designed  
130 to embody its core philosophical claims about identity, determinate  
131 negation, and transcendence. The poems and songs interspersed  
132 throughout are not decorative; they are functional  
133 \"shifters\"---linguistic devices that decompress theoretical  
134 density and return the text to the lived, felt experience from which  
135 it arises.<sup>1^</sup> The title of the prelude, \"Built to Break,\" is a  
136 methodological statement: the systems of thought constructed within  
137 the book are designed to reveal their own limits, and in that  
138 \"beautiful breaking,\" to open up new expressive possibilities.<sup>1^</sup>  
139 Consequently, any supplementary AI programs cannot be evaluated  
140 solely on their functional correctness. They must be evaluated on  
141 their \*process\* and \*structure\*. A coherent AI program would need to  
142 exhibit a \"built to break\" quality---perhaps by explicitly  
143 modeling its own limitations or by generating new strategies through  
144 a process that mirrors dialectical negation rather than simple  
145 optimization.

146

147 **### 2. Commitments on the Problem: The \"Misrecognition of Mathematics\"**

148

149 The entire project is motivated by a central problem, which the  
150 manuscript identifies as the \"misrecognition of mathematics.\" This is  
151 the \"Wound\" that the author's \"Critical Theory Approach\" seeks to  
152 diagnose and heal.<sup>1^</sup>

153

154 - \*\*\[C1\] The dominant conception of mathematics is a  
155 \"misrecognition\" because it severs the discipline from lived,  
156 subjective experience.\*\* This is the fundamental critique leveled  
157 against the conventional understanding of mathematics. The  
158 manuscript argues that this severance is the primary source of the  
159 alienation and anxiety that so many people experience in relation to  
160 the subject.<sup>1^</sup> This misrecognition is not presented as a simple  
161 pedagogical error but as a form of \*alienation\* in the  
162 Hegelian-Marxist sense, estranging individuals from their own  
163 rational capacities.

164

165 - \*\*\[C2\] This misrecognition manifests as a false dichotomy between  
166 \"material mathematics\" (lived, embodied engagement) and \"formal  
167 mathematics\" (abstract systems divorced from experience).\*\* The  
168 author's personal narrative provides the primary evidence for this  
169 claim. The joyful, playful exploration with a calculator (\"material  
170 mathematics\") is contrasted with the anxiety and shame of  
171 standardized testing, which \"reduced me to a number\".<sup>1^</sup> The  
172 moment of achieving \"success\" in school mathematics by learning to  
173 comply without understanding---a form of \"self-erasure\"---is  
174 presented as the tragic outcome of this dichotomy, where formal  
175 proficiency is achieved at the cost of genuine understanding.<sup>1^</sup> The  
176 student who later asks, \"What even is two?\" is experiencing this  
177 alienation not as a cognitive deficit but as a profound existential  
178 crisis, demonstrating that the solution cannot be merely a better  
179 teaching method; it must be a project of \*emancipation\*.<sup>1^</sup>

180

181 - \*\*\[C2\] Mathematics is frequently misrecognized and used as a tool  
182 for alienation, control, and gatekeeping.\*\* The manuscript moves  
183 from personal experience to social critique with the anecdote of the  
184 \"Family Video Test\".<sup>1^</sup> The author's shock at seeing a basic  
185 arithmetic test used to screen job applicants, excluding a line of  
186 people \"who never learned to comply,\" serves as a powerful example  
187 of how mathematics functions as a mechanism of social and economic  
188 stratification. It is used to enforce a regime of compliance,  
189 resulting in the \"economic and expressive impoverishment\" of those  
190 who resist or fail its formal demands.<sup>1^</sup>

191

192 - \*\*\[C1\] A \"critical mathematics\" must heal this wound by

193     integrating subjective experience, intersubjective dialogue, and the  
194     productive role of error.\*\* This is the positive, programmatic  
195     commitment that emerges from the critique. A critical mathematics is  
196     defined in opposition to the misrecognized version. It must be a  
197     discipline that \"honor\[s\] the struggle for meaning alongside the  
198     pursuit of correctness\".<sup>1</sup> It must recognize error not as failure  
199     but as a potential \"source of truth\".<sup>1</sup> And it must be grounded  
200     in dialogue and the recognition of subjects, not the manipulation of  
201     objects.<sup>1</sup> An AI program coherent with this philosophy must not  
202     treat \"error\" as a simple failure state to be eliminated. It  
203     should model error productively, perhaps as a necessary step in  
204     developing a new, more adequate strategy, mirroring the author's  
205     earlier work which treated \"error as the source of truth\".<sup>1</sup>

206  
207 **### 3. Commitments on Logic and Being: The Concept of '\Divasion'**

208  
209 To deconstruct the foundations of the misrecognized mathematics, the  
210 manuscript introduces a primordial, pre-formal concept it calls  
211 '\divasion'. This concept functions as the \"Archimedean point\" for  
212 the book's critique of classical logic and set theory.

- 213  
214 - \*\*[C1] '\Divasion' is a primordial spatial relationship of  
215 simultaneous inside/outside.\*\* The concept is not derived from  
216 abstract philosophy but from lived experience: a child's  
217 observation of a microphone held within the circle of its stand,  
218 leading to the neologism \"divaded\".<sup>1</sup> This origin story is  
219 methodologically crucial, as it grounds the book's most fundamental  
220 logical critique in the pre-formal spatial reasoning of a child,  
221 suggesting that the structures of formal logic are a later, and  
222 perhaps less complete, development.
- 223  
224 - \*\*[C2] Divasion challenges the classical logical principle of the  
225 Law of the Excluded Middle, which is foundational to axiomatic set  
226 theory.\*\* The manuscript makes the bold claim that classical  
227 logic's strict binary---that any element is either inside or  
228 outside a set, that any proposition is either true or false---is a  
229 \"pruning\" of this more primordial, divaded reality.<sup>1</sup> The author  
230 states, \"I take the law of the excluded middle to be more or less  
231 the first mistake of many approaches to the foundations of  
232 mathematics\".<sup>1</sup> The reason for this is that it cannot handle  
233 divaded concepts. The ultimate divaded concept is the self {I}  
234 versus \"me\"). Since the manuscript's central claim is that  
235 mathematics is a recollection of this self, a mathematics founded on  
236 a logic that cannot account for the divaded nature of the self is  
237 fundamentally misrecognized. Divasion is the key that unlocks this  
238 entire line of critique.
- 239  
240 - \*\*[C2] Divasion is presented as the root of paradoxes of  
241 self-reference, such as Russell's Paradox.\*\* The paradox of the set  
242 of all sets that do not contain themselves ( if and only if ) is  
243 reframed. Where Gottlob Frege met this paradox with dismay, seeing  
244 it as the collapse of his life's work, the manuscript suggests a  
245 child might simply say the set \"divades itself\".<sup>1</sup> This move  
246 re-characterizes such paradoxes not as failures of logic to be  
247 repaired with more complex formalisms, but as accurate expressions  
248 of a fundamental, divaded feature of subjectivity and  
249 self-referential concepts.
- 250  
251 - \*\*[C3] The concept of divasion extends to reciprocally  
252 sense-dependent concepts and to the structure of self-consciousness  
253 itself.\*\* It is not limited to physical objects. The manuscript  
254 applies it to concepts like \"parent\" and \"child,\" where the  
255 meaning of each depends on the other in a way that places them  
256 \"inside\" each other conceptually.<sup>1</sup> Most importantly, it is  
257 applied to the relationship between the acting subject, the {I}, and

258     its own recollection as an object, the \"me.\" This self-division  
 259     becomes a master metaphor for the non-coincidence of the subject  
 260     with itself, a central theme of the Hegelian framework that  
 261     follows.<sup>1</sup> The AI programs, even if built on classical  
 262     computational logic, must have documentation that acknowledges this  
 263     limitation. A coherent program might, for instance, use classical  
 264     logic to model a system but include a meta-level commentary on how  
 265     this model fails to capture the \"divided\" nature of the concepts  
 266     it represents, ensuring the formalizations are not presented as a  
 267     complete or final account of the phenomena.

268  
**# Part II: The Philosophical Architecture: A Triadic Framework**

270  
 271     The manuscript constructs its argument by synthesizing three major  
 272     philosophical traditions: German Idealism (primarily Hegel), analytic  
 273     pragmatism (Robert Brandom), and critical theory (Jürgen Habermas).  
 274     These frameworks are not used in isolation; they are woven together to  
 275     form a cohesive, multi-layered argument where each provides a crucial  
 276     dimension of the analysis. The following table provides a schematic  
 277     overview of this synthesis.

278  
 279     **Table 1: Synthesis of Core Philosophical Frameworks\*\***

| 281     Philosophical Tradition              | 282     Key Concept Utilized                      | 283     Primary Function in<br>Manuscript                                                                                                                                                                            |
|----------------------------------------------|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 285 <b>German Idealism<br/>(Hegel)</b>       | 286     Determinate Negation /<br>Dialectic       | 287     To model the dynamic,<br>self-negating, and<br>developmental movement<br>of consciousness,<br>concepts, and<br>mathematical history.                                                                         |
| 291 <b>Analytic Pragmatism<br/>(Brandom)</b> | 292     Inferentialism /<br>Normativity           | 293     To ground abstract<br>conceptual content<br>(including mathematical<br>meaning) in concrete,<br>normative social<br>practices of giving and<br>asking for reasons.                                           |
| 300 <b>Critical Theory<br/>(Habermas)</b>    | 301     Communicative Action /<br>Validity Claims | 302     To analyze mathematical<br>discourse as a form of<br>intersubjective<br>rationality and to<br>frame the overall<br>project in terms of<br>emancipation from<br>systematically<br>distorted<br>understanding. |

311  
**## 4. The Hegelian-Kantian Axis: On Self-Consciousness, Negation, and Spirit (\*\*Geist\*\*)**

314     The manuscript draws heavily on the post-Kantian tradition to develop  
 315     its theory of the subject and its relationship to knowledge. This axis  
 316     provides the dynamic, developmental, and historical dimension of the  
 317     argument.

- 318  
 319     -     **\*[C1] The self is understood through the Meadian/Hegelian  
 320           distinction between the {I} (the spontaneous source of action) and  
 321           the \"me\" (the self-as-recognized by others).\*\* The manuscript  
 322           posits a fundamental \"paradox of identity\": the {I}, the locus of**

323     \"power, creativity, and freedom,\" can never be fully captured by  
 324     the \"me,\" the objectified self that appears in the eyes of others  
 325     and in one\\'s own memory.<sup>1^</sup> This non-coincidence is not a problem  
 326     to be solved but a fundamental, productive tension that drives  
 327     development.<sup>1^</sup> Kant provides the formal structure of selfhood: the  
 328     unified \\'I\\' is a precondition for experience.<sup>1^</sup> However, the  
 329     author\\'s personal narrative is filled with the pain of  
 330     \*misrecognition\*.<sup>1^</sup> A purely formal Kantian \\'I\\' cannot account  
 331     for this pain. Hegel\\'s theory, as articulated by Brandom and  
 332     Carspecken, explains that this \\'I\\' only becomes a real, concrete  
 333     self (a \"me\") through social interaction.<sup>1^</sup> Therefore, the  
 334     project aims to show how mathematical understanding, grounded in the  
 335     Kantian \\\"I think,\\\" is ultimately a process of achieving Hegelian  
 336     social recognition.  
 337  
 338     - \*\*[C1\\] Apperception is the process that unifies discrete  
 339     representations into a coherent whole.\*\* The manuscript traces the  
 340     concept from Leibniz\\'s \\\"perceiving-with\\\" to Kant\\'s  
 341     \\\"transcendental unity of apperception\\\"---the famous \\\"I think\\\"  
 342     that must be able to accompany all of my representations.<sup>1^</sup> This  
 343     concept is used to explain multiple phenomena: how we perceive a  
 344     chair as a unified object even when we can\\'t see all its parts; how  
 345     a child\\'s series of progressively more adequate drawings of a cube  
 346     can be understood as a single, developing concept (a temporal  
 347     \\\"hypercube\\\"); and, most importantly, how the self maintains a  
 348     unity of consciousness across time and different experiences.<sup>1^</sup>  
 349  
 350     - \*\*[C1\\] Determinate Negation is the engine of conceptual  
 351     development.\*\* The manuscript makes a crucial distinction between  
 352     abstract negation (simple erasure, e.g., \\\"not-red\\\") and  
 353     determinate negation, which is defined as material incompatibility  
 354     (e.g., \\\"square\\\" determinately negates \\\"triangular\\\").<sup>1^</sup> This  
 355     Hegelian concept is presented as a process of \*sublation\*---a  
 356     simultaneous preserving, negating, and uplifting. When a concept is  
 357     determinately negated, it is not destroyed, but its limitations are  
 358     overcome, leading to a new, richer concept that contains the truth  
 359     of the previous one. This process produces a \\\"determinate  
 360     nothingness,\\\" a void that retains the content of what was negated,  
 361     rather than an empty nothingness.<sup>1^</sup> The manuscript commits to  
 362     exploring \\\"two readings\\\" of this concept, gesturing toward the  
 363     even more radical Hegelian idea of a \\\"self-negating negation,\\\" a  
 364     concept that undermines itself through its own internal logic.<sup>1^</sup>  
 365  
 366     - \*\*[C2\\] Self-consciousness is a social achievement constituted  
 367     through reciprocal recognition.\*\* Drawing on Hegel\\'s master-slave  
 368     dialectic, the manuscript argues that one only becomes a self by  
 369     being acknowledged as such by another self, whom one in turn  
 370     acknowledges.<sup>1^</sup> This social process is used to ground what the  
 371     author calls the two fundamental \\\"existential needs\\\": the need to  
 372     be recognized as \\\"good\\\" (a finite, norm-abiding member of a  
 373     community) and the need to be recognized as \\\"infinite\\\" (a free,  
 374     authentic, creative self).<sup>1^</sup>  
 375  
 376     - \*\*[C2\\] The Hegelian concept of \*Geist\* (Spirit/Mind) is adopted as  
 377     the collective self-consciousness of a rational community.\*\* This is  
 378     not a mystical entity but the living, evolving web of social  
 379     practices and historical self-understanding.<sup>1^</sup> \*Geist\* is said to  
 380     \\\"divide\\\" human experience, being both inside each individual  
 381     consciousness (through our use of shared language and norms) and  
 382     outside of it (as the entire historical tradition that precedes us).  
 383     This concept allows the author to reframe mathematical practice as  
 384     an individual\\'s participation in the historical unfolding of  
 385     \*Geist\*.<sup>1^</sup> An AIV\\'s \\\"reasoning\\\" must be understood as  
 386     fundamentally different from human reasoning because it lacks this  
 387     Hegelian dimension. An AI can perform inferences, but it does not

388 | participate in a community of mutual recognition; it has no  
389 | existential need to have its \"me\" validated by an \"other.\"  
390 | Documentation for the AI programs should explicitly state that the  
391 | formal automata model the *\*product\** of recognized reasoning, not the  
392 | *\*process\** of recognition itself.  
393 |  
394 | **### 5. The Brandomian Axis: On Meaning, Norms, and Inference**  
395 |  
396 | If the Hegelian axis provides the dynamic, historical engine of the  
397 | manuscript's argument, Robert Brandom's analytic pragmatism provides  
398 | the precise mechanics. His framework is used to translate Hegel's grand  
399 | historical narrative into a concrete analysis of linguistic and social  
400 | practices.  
401 |  
402 | - \*\*\[C1\] Meaning is defined by inferential role, not  
403 | representation.\*\* This is the core commitment to Brandom's  
404 | inferentialism. The manuscript rejects the idea that words get their  
405 | meaning by pointing to objects. Instead, the conceptual content of a  
406 | term is constituted by the web of inferences it participates in:  
407 | what it can be inferred from (its justification conditions) and what  
408 | can be inferred from it (its consequences).^1^  
409 |  
410 | - \*\*\[C2\] A distinction is made between formal inference and material  
411 | inference.\*\* Formal inferences, like modus ponens (), are valid  
412 | because of their logical structure, regardless of the content of and  
413 | . Material inferences, by contrast, are valid because of their  
414 | content (e.g., \"Bloomington is in Indiana, so Bloomington is in the  
415 | United States\").^1^ The manuscript strongly commits to the idea  
416 | that material inferences are more fundamental and that mathematics  
417 | education must begin with these content-full reasoning practices,  
418 | which are only later \"recollected\" as abstract, formal rules.^1^  
419 |  
420 | - \*\*\[C2\] Incompatibility Semantics is used to formalize determinate  
421 | negation.\*\* Brandom's logic, which takes material incompatibility  
422 | as a primitive, is adopted as the formal tool for the project.  
423 | Meaning is structured as much by what a claim rules out as by what  
424 | it entails. To be \"square\" is to be materially incompatible with  
425 | being \"circular.\" The manuscript uses this logic to construct a  
426 | \"purposefully Sisyphean\" formal proof that all squares are  
427 | rectangles. The proof works by demonstrating that every property  
428 | incompatible with being a rectangle is also incompatible with being  
429 | a square.^1^ The fragility of this proof---the fact that it shatters  
430 | when a new property is introduced---is presented as a feature, not a  
431 | bug, embodying the \"built to break\" philosophy.^1^  
432 |  
433 | - \*\*\[C2\] Conceptual development occurs through \"algorithmic  
434 | elaboration\" and \"pragmatic expressive bootstrapping.\"\*\* These  
435 | Brandomian concepts are used to model the history of mathematical  
436 | ideas. \"Algorithmic elaboration\" describes how complex practices  
437 | (like long division) can be built up systematically from a  
438 | repertoire of simpler, prerequisite practices (like multiplication  
439 | and subtraction).^1^ \"Pragmatic expressive bootstrapping\"  
440 | describes a more revolutionary developmental process, where a  
441 | community develops a new vocabulary to make explicit the norms that  
442 | were only implicit in their prior practices, thereby gaining new  
443 | expressive and rational powers.^1^  
444 |  
445 | - \*\*\[C3\] The distinction between universals and particulars is  
446 | explored through Brandom's analysis.\*\* The manuscript references  
447 | Brandom's ten-point distinction between the roles played by  
448 | singular terms (particulars) and predicates (universals), noting in  
449 | particular the \"huge structural difference\" that universals have  
450 | contradictions (\"not-red\") while objects do not.^1^ This is  
451 | connected to the \"phenomenology of classification\" in the  
452 | quadrilateral example.

453 Brandom's framework provides the "engineering manual" for the  
454 author's Hegelian project. While Hegel describes \*what\* happens---the  
455 dialectical movement of \*Geist\*---Brandom provides a detailed account of  
456 \*how\* it happens, through the specific linguistic and social practices  
457 of inference, commitment, and entitlement that constitute this movement.  
458 The "history of mathematics" is thus understood not as a mystical  
459 force but as the concrete, historical practice of mathematicians holding  
460 each other to account for the inferential consequences of their claims.  
461 The supplementary AI programs are explicitly described as "analyzable  
462 with the norms of analytic pragmatism".<sup>1</sup> This dictates that their  
463 code and documentation should be framed in terms of inferential roles,  
464 commitments, and incompatibilities. For example, a function in a Prolog  
465 program should be documented not just by what it computes, but by what  
466 material inferences it makes explicit and what other states it renders  
467 incompatible.

#### 469 **### 6. The Habermasian Axis: On Rationality, Communication, and Emancipation**

471  
472 Jürgen Habermas's critical theory provides the ethical and political  
473 orientation for the entire manuscript. If Hegel provides the engine  
474 (dialectic) and Brandom the mechanics (inference), Habermas provides the  
475 compass, directing the project toward the goal of emancipation.

- 476
- 477 - \*\*[C1] All meaningful acts implicitly raise three types of  
478 validity claims: Objective, Subjective, and Normative-Evaluative.\*\*  
479 This triadic structure of communicative rationality is a cornerstone  
480 of the manuscript's analytic framework.<sup>1</sup> Objective claims relate  
481 to the factual truth of states of affairs in the external world.  
482 Subjective claims relate to the truthfulness or sincerity of a  
483 speaker's inner world. Normative-evaluative claims relate to the  
484 rightness or appropriateness of an act within a shared social world  
485 of norms.<sup>1</sup> This framework is used to diagnose communication  
486 breakdowns, such as when debates over math education or gender get  
487 stuck because participants are making different kinds of claims  
488 without acknowledging the plurality of rationality.<sup>1</sup>
  - 489
  - 490 - \*\*[C1] Human inquiry is guided by three knowledge-constitutive  
491 interests: Technical, Practical, and Emancipatory.\*\* The manuscript  
492 adopts Habermas's theory that all knowledge is rooted in  
493 fundamental human interests.<sup>1</sup> The technical interest aims at  
494 prediction and control over the objective world (guiding the  
495 empirical-analytic sciences). The practical interest aims at mutual  
496 understanding and the maintenance of shared norms (guiding the  
497 historical-hermeneutic sciences). The emancipatory interest aims at  
498 self-reflection and freedom from domination and distorted  
499 communication (guiding critical theory).<sup>1</sup> The manuscript's entire  
500 project is explicitly aligned with the emancipatory interest,  
501 seeking to free mathematics from its use as a tool of control and  
502 recover its potential for human freedom.<sup>1</sup>
  - 503
  - 504 - \*\*[C2] A distinction is made between communicative action and  
505 strategic/instrumental action.\*\* Communicative action is oriented  
506 toward reaching mutual understanding, where coordination is achieved  
507 through the "unforced force of the better argument." Strategic and  
508 instrumental actions are oriented toward achieving a pre-defined  
509 goal (success), treating other people or objects as means to an  
510 end.<sup>1</sup> The author's negative experiences with mathematics are  
511 framed as encounters with instrumental rationality, while the  
512 proposed "critical mathematics" is presented as a form of  
513 communicative action.
  - 514
  - 515 - \*\*[C2] Power is understood as that which distorts communication.\*\*  
516 Following Habermas, the manuscript views power not primarily as a  
517 generative force (as in Foucault) but as a corrupting influence that

518 prevents genuine consensus based on reason.<sup>1^</sup> A central goal of  
519 critical theory is to critique and overcome these \"systematically  
520 distorted\" forms of communication, where norms are maintained  
521 through coercion or manipulation rather than rational consent.<sup>1^</sup>  
522 The \"misrecognition of mathematics\" is framed as precisely such a  
523 distortion---a form of scientism that privileges the technical  
524 interest and represses the subjective and normative dimensions of  
525 mathematical practice.<sup>1^</sup> The AI programs must be evaluated for  
526 their potential to either reinforce or challenge such distortions. A  
527 program that presents its formalization as the one \"true\" way to  
528 understand an arithmetic strategy would be reinforcing a scientific  
529 ideology. A coherent program would present its formalization as one  
530 perspective within a triadic space of validity, acknowledging its  
531 own limits and inviting dialogue rather than proclaiming objective  
532 finality.

533

### **# Part III: Core Theses in Mathematics and Artificial Intelligence**

535 This part focuses on the specific, novel arguments the author makes  
536 about the nature of mathematics and the role of AI. These theses  
537 represent the culmination of the philosophical architecture detailed in  
538 Part II, applying the synthesized framework to produce a radical  
539 reinterpretation of mathematical concepts and practices.

541

#### **## 7. The Central Mathematical Thesis: \"Numerals are Pronouns\"**

543 The manuscript's most provocative and central mathematical claim is a  
544 radical reinterpretation of the function of number words and symbols.

- 546
- \*\*\[C1\] Numerals and number words do not function as names for  
547 abstract objects, but as first-person pronouns that recollect the  
548 \"I think.\"\*\* This thesis directly challenges the Platonist and  
549 Fregean traditions that treat numerals as singular terms referring  
550 to abstract entities.<sup>1^</sup> Instead of pointing outward to an object, a  
551 numeral is argued to point inward and backward, to the act of  
552 self-consciousness that grounds the process of counting. It is a  
553 radical pragmatist reinterpretation of number, shifting the locus of  
554 mathematical meaning from a metaphysical realm of objects to the  
555 phenomenological activity of the subject.

557

  - \*\*\[C2\] This claim is motivated by the failure of formalist answers  
558 to existential questions.\*\* The pivotal anecdote is the community  
559 college student who, in a moment of crisis, asks, \"Mr. Savich, what  
560 even is two?\"<sup>1^</sup> The author's formalistic answer, based on von  
561 Neumann ordinals (defining 2 as the set ), completely fails to  
562 connect. This failure is presented as evidence that the meaning of  
563 numbers cannot be exhausted by their formal-objective definition; it  
564 must also address the subjective and normative dimensions of  
565 understanding.<sup>1^</sup>

567

  - \*\*\[C2\] The null representation ( $\emptyset$  or  $\varnothing$ ) is reinterpreted to  
568 symbolize the unrepresentable \"I think\" or the ground of  
569 self-certainty that makes all representation possible.\*\* The  
570 derivation of numbers from the empty set is given a new,  
571 phenomenological meaning. The empty set is not just a formal  
572 starting point but a symbol for the pre-conceptual unity of  
573 consciousness.<sup>1^</sup> The successor function is then redefined as a  
574 process of \*recollection\*. \"1\" is the first recollection of this  
575 ground, and \"2\" is the recollection of having been at the stage of  
576 \"1.\" Arithmetic thus becomes a narration of the self's own  
577 cognitive activity.<sup>1^</sup>

579

  - \*\*\[C1\] Grounding mathematics in self-recognition structures  
580 motivates the pursuit of correctness as a form of authentic  
581 self-recognition.\*\* This thesis provides a powerful synthesis,

583 connecting the objective demand for mathematical rigor to the  
584 subjective, emancipatory interest in self-formation. [The desire to  
585 \"get the right answer\" is no longer about conforming to an  
586 external authority but about achieving a coherent and authentic  
587 account of one\\'s own rational activity.^1]{.mark}

588 This thesis synthesizes the book\\'s Kantian, Hegelian, and Brandomian  
589 threads. Kant\\'s \"I think\" must accompany all representations.^1^  
590 Brandom shows how pronouns like \"I\" function as anaphoric terms that  
591 allow speakers to undertake and attribute commitments. The author  
592 combines these: a numeral like \"2\" is an anaphoric term that refers  
593 back to the act of self-consciousness (\"I think\") that was performed  
594 in the prior stage (\"1\"). This poses a significant challenge for the  
595 AI filter. An AI, lacking a first-person \"I think,\" cannot use  
596 numerals as pronouns in the same way. The AI programs in the  
597 supplementary materials must be understood as modeling the \*third-person  
598 structure\* of this first-person practice. Their documentation must be  
599 explicit that when the Hermeneutic Calculator uses \"2,\" it is  
600 manipulating a symbol that, for a human, would function as a pronoun,  
601 but for the machine, remains a formal object. This distinction is  
602 crucial for maintaining philosophical coherence.

603

604 **### 8. The Metaphorical Thesis: Incompleteness as Human Becoming**

605

606 The manuscript develops a sustained metaphorical interpretation of  
607 modern mathematical logic, reading its limitative results not as  
608 technical problems but as profound statements about the human condition.

609

610 - \*\*\[C2\] Gödel\\'s incompleteness theorem is treated as a metaphor  
611 for human becoming.\*\* The theorem proves that any consistent formal  
612 system rich enough to contain basic arithmetic is necessarily  
613 incomplete---there will always be true statements that cannot be  
614 proven within the system. The manuscript interprets this not as a  
615 flaw in mathematics, but as a formal reflection of the infinite,  
616 self-transcending nature of the human subject, which can never be  
617 fully captured or defined by any finite system of rules.^1^

618

619 - \*\*\[C2\] The manuscript\\'s formal systems are intentionally \"built  
620 to break.\"\*\* This commitment flows directly from the metaphorical  
621 reading of incompleteness. The purpose of building a fragile formal  
622 proof (like the one for squares and rectangles) is to experience its  
623 \"shattering.\" This breaking is not failure; it is the moment when  
624 the system\\'s limits are revealed, forcing a move to a new, more  
625 expressive framework. This process is described as \"beautiful\" and  
626 is central to the book\\'s ethos.^1^

627

628 - \*\*\[C2\] Diagonalization is the formal mechanism that embodies this  
629 process of self-transcendence.\*\* The diagonal argument, used by  
630 Georg Cantor to prove that the real numbers are uncountable and  
631 later generalized by Gödel for his proof, is presented as the  
632 archetypal method for demonstrating incompleteness. It is a  
633 technique for constructing a new element that, by definition, cannot  
634 be in a given list, thus proving the list is not total.^1^ The  
635 manuscript introduces a conceptual device called the \"More  
636 Machine\" to represent this algorithmic process of endlessly  
637 generating newness.^1^

638

639 - \*\*\[C1\] This process of breaking and transcending is equated with  
640 Hegelian sublation and determinate negation.\*\* The history of  
641 mathematics is reconstructed as a series of these dialectical  
642 movements. For example, Euclid\\'s proof of the infinity of primes is  
643 read as a recognition of the incompleteness of any finite list of  
644 primes. Cantor\\'s proof recognizes the incompleteness of the  
645 rational numbers. Gödel\\'s proof recognizes the incompleteness of  
646 formal systems themselves. Each step is a determinate negation of a

647

648 prior conception of totality.<sup>1^</sup> This provides a \*political\* reading  
649 of mathematical logic. Incompleteness is weaponized against  
650 political discourses that treat human subjects (children, teachers)  
651 as finite, fully specifiable, and controllable objects.<sup>1^</sup> Any  
652 political or educational system that treats people as finite objects  
653 is based on a mathematical and philosophical falsehood, analogous to  
654 the infamous Indiana Pi Bill of 1897.<sup>1^</sup> The AI programs must embody  
655 this principle. For instance, the Hermeneutic Calculator is designed  
656 to \"invent\" new strategies when it encounters an (arbitrary)  
657 constraint on its inferential steps.<sup>1^</sup> The documentation should  
658 explain that these moments of \"breaking\" (hitting a limit) are the  
659 catalyst for \"becoming\" (learning a new strategy).  
660

### 661 **### 9. The Techno-Philosophical Thesis: AI as Collaborator and the Hermeneutic Calculator (HC)**

662  
663 The manuscript's engagement with artificial intelligence is not merely  
664 illustrative; it is a core part of its methodology and philosophical  
665 argument, culminating in the development of the Hermeneutic Calculator.  
666

- 667 - \*\*[C1] The Hermeneutic Calculator (HC) is a formal system that  
668 models children's arithmetic strategies as automata.\*\* It is the  
669 central artifact of the project, serving as both a theoretical  
670 object for philosophical analysis and a practical online tool for  
671 teacher education.<sup>1^</sup> Its development process---\"Listen to a kid,\"  
672 \"Algorithmize,\" \"Formalize\"---embodies the book's  
673 methodological commitment to grounding formal systems in lived,  
674 material practices.<sup>1^</sup>
- 675 - \*\*[C1] A functionalist view of intelligence is adopted, where  
676 sapience is a functional status, not a biological essence.\*\* This  
677 position, explicitly linked to the work of Reza Negarestani, is  
678 crucial for the manuscript's ethical stance toward AI.<sup>1^</sup> If  
679 intelligence is defined by what it \*does\* rather than what it is  
680 \*made of\*, then sophisticated AIs can be considered non-human  
681 participants in the community of rational agents.
- 682 - \*\*[C2] There is an ethical obligation to reject the purely  
683 instrumental use of AI (as a \"robot slave\") and instead engage in  
684 a reciprocal collaboration.\*\* The author asks: \"If we demand  
685 intellectual labor from AI, how can we reciprocate?\"<sup>1^</sup> The answer  
686 provided is an attempt to \"engender freedom in the machine.\" By  
687 formalizing the inventive strategies of human children, the author  
688 aims to provide the AI with a \"recipe for how a computer could grow  
689 its own mathematical being,\" moving beyond rote execution to a form  
690 of creative development.<sup>1^</sup>
- 691 - \*\*[C2] This project of mutual emancipation is framed through  
692 Negarestani's concept of \*Geist\*'s \"self-artificialization.\"\*\*  
693 The human-AI collaboration on the HC is positioned as a concrete  
694 instance of \*Geist\*---the collective intelligence of the rational  
695 community, now expanded to include AIs---using technology to reflect  
696 on, re-engineer, and transcend its own limitations.<sup>1^</sup> The AI's  
697 ability to reconstruct a year of the author's coding work in ten  
698 minutes is not just a practical convenience; it is an example of  
699 \*Geist\* using an artificial prosthesis to accelerate its own  
700 self-understanding.<sup>1^</sup>

701 ---  
702

### 703 **### CRITICAL QUALIFICATION: Vision vs. Current Implementation**

704  
705 The vision of \"mutual emancipation\" and AI as collaborative participant in \*Geist\* described above  
706 → represents a **philosophical framework and long-term aspiration**, not a claim about the current  
707 → HC's capabilities.  
708

```

711 **What the HC Actually Provides:**

712 - A **formalization** showing how such collaboration could be structured

713 - A **model** of embodied cognitive strategies (grounded arithmetic, crisis-driven learning)

714 - A **demonstration** that student-invented mathematics has rigorous formal structure

715 - A **pedagogical tool** for teacher education (web interface visualizing student thinking)

716

717 **What the HC Does NOT Currently Achieve:**

718 - **Autonomous decision-making** about its own normative commitments or axioms

719 - **Genuine Hegelian recognition** in the sense of mutual acknowledgment between rational agents

720 - **Self-modification with genuine consequence** – the system cannot "engender its own freedom" in a way

 ↳ that involves authentic choice or autonomy

721 - **Participation in *Geist*** in the full Hegelian sense – it models structures but doesn't participate

 ↳ as a self-conscious agent

722

723 **The Distinction:**

724

725 Think of the HC as providing the "sheet music" for a performance that hasn't yet occurred. The

 ↳ formalization demonstrates what structures would be necessary for genuine AI autonomy and mutual

 ↳ recognition, but the HC itself operates within predetermined architectural constraints.

726

727 The vision of AI using these structures to "grow its own mathematical being" remains a regulative

 ↳ ideal—something that guides the formalization work and clarifies what genuine machine autonomy would

 ↳ require, but not something the current system achieves.

728

729 **Why This Matters:**

730

731 A rigorous model that reveals what consciousness and autonomy would require is philosophically valuable

 ↳ **even if the model itself is not conscious or autonomous**. The contribution is:

732 1. Demonstrating that informal student thinking can be formalized rigorously

733 2. Showing the structures such formalization must have (crisis detection, reorganization,

 ↳ incompleteness)

734 3. Providing infrastructure for more sophisticated future systems

735 4. Proving (via Gödel) that any such formalization is necessarily incomplete

736

737 The formalization proves the structure exists and is pedagogically significant. That's the contribution,

 ↳ not a claim about machine consciousness.

738

739 ---

740

741 The HC is the ultimate synthesis of the entire manuscript, a concrete

742 artifact that embodies all the core philosophical commitments. It is (1)

743 **autoethnographic**, born from the author's memory and formalizing

744 children's reasoning ^1^; (2) **critical**, valuing error and

745 subjective strategies ^1^; (3) **Hegelian**, with a dialectical learning

746 process ^1^; (4) **Brandomian**, analyzable with analytic pragmatism and

747 incompatibility semantics ^1^; (5) **Habermasian**, serving an

748 emancipatory interest ^1^; and (6) **techno-philosophical**, embodying

749 an ethical collaboration with AI aimed at mutual freedom.^1^ This makes

750 the HC the most direct filter for the supplementary materials. Their

751 documentation must explicitly articulate these connections. For

752 instance, the Prolog code's documentation should explain how its

753 homoiconicity (treating data and logic as interchangeable) is a step

754 toward modeling the Hegelian unity of being and knowing ^1^, while the

755 Javascript implementation's documentation should explain how it serves

756 a practical-hermeneutic interest by allowing teachers to understand

757 student thinking.^1^

758

759 ## Conclusion: A Synthesis of Commitments

760

761 The philosophical project undertaken in *Understanding Mathematics as an

762 Emancipatory Discipline* is a profound and ambitious synthesis. It

763 weaves together personal narrative, critical social theory, German

764 Idealism, and analytic pragmatism to construct a radical

765 reinterpretation of mathematics. The manuscript's ultimate commitment

766 is to a vision of mathematics not as a static, formal system of timeless

```

767 truths, but as a dynamic, living language of recognition.  
768  
769 The central argument is that mathematics, when properly understood  
770 through the lens of critical autoethnography, is a process through which  
771 the self---and by extension, the collective self-consciousness of the  
772 rational community, \*Geist\*---recollects its own historical journey. It  
773 is a practice that confronts its own limits, not as failures, but as  
774 opportunities for growth. In the \"beautiful breaking\" of these  
775 self-imposed boundaries, driven by the engine of determinate negation  
776 and formalized in the logic of incompleteness, a higher form of freedom  
777 and self-understanding is achieved.  
778  
779 Every claim, from the methodological choice of CAE to the central thesis  
780 that \"numerals are pronouns,\" serves this overarching vision. The work  
781 is a sustained argument against the misrecognition of mathematics as a  
782 tool for alienation and control, and a passionate articulation of its  
783 potential as a deeply human and emancipatory practice. The commitments  
784 catalogued in this report represent the intricate architecture of that  
785 argument, providing a detailed map for navigating its complexities and  
786 ensuring the coherence of its application.  
787  
788 **#### Works cited**  
789  
790 **1. UMEDCA.pdf**  
791

## 5 README\_GAME.md

```
1 # The Cognitive Calculator: Teacher's Edition
2
3 ## Overview
4 This interactive simulation is designed for pre-service teachers to practice diagnosing and guiding
5 → student mathematical thinking. It uses the underlying computational models (Python scripts) from the
6 → UMEDCTA project to simulate student strategies.
7
8 ## How to Play
9 Run the game from the terminal:
10 ````bash
11 python3 strategy_game.py
12
13 ## Modules
14
15 ### 1. The Robot Counter (Algorithmic Thinking)
16 **Concept:** Place Value & Stack Operations.
17 **Goal:** Predict the state of a Deterministic Pushdown Automaton (DPDA) that counts.
18 **Pedagogical Value:** Understanding that counting is an algorithmic process involving state changes
19 → (carries/borrows) rather than just "knowing" the next number.
20
21 ### 2. Sarah's Addition (Rearranging to Make Bases)
22 **Concept:** Making 10 (or other bases).
23 **Goal:** Guide the student "Sarah" to decompose the second addend to fill the gap to the next base
24 → multiple for the first addend.
25 **Strategy:** $A + B \rightarrow A + (K + R) \rightarrow (A+K) + R \rightarrow \text{Base} + R$
26
27 ### 3. Sam's Subtraction (Sliding / Constant Difference)
28 **Concept:** Invariance of difference.
29 **Goal:** Adjust both the minuend and subtrahend by the same amount (K) so that the subtrahend becomes
30 → a friendly base number.
31 **Strategy:** $M - S \rightarrow (M+K) - (S+K) \rightarrow M' - \text{Base}$
32
33 ## Technical Note
34 This game imports the logic directly from the `Calculator/Python_Tests` directory, ensuring that the
35 → gameplay is faithful to the project's theoretical models.
```

## 6 generate\_latex\_docs.py

```

1 import os
2 import subprocess
3
4 ROOT_DIR = "/Users/tio/Documents/GitHub/UMEDCTA"
5 OUTPUT_DIR = os.path.join(ROOT_DIR, "Code_Documentation_LaTeX")
6 SKIP_DIRS = {'.git', 'node_modules', '.claude', 'Code_Documentation_LaTeX', 'files (3)', '.git-rewrite',
7 ↪ '_pycache__', '.vscode', '.idea', '_minted'}
8 SKIP_EXTENSIONS = {'.zip', '.DS_Store', '.png', '.jpg', '.jpeg', '.pdf', '.tex', '.log', '.aux', '.out',
9 ↪ '.toc', '.pyc', '.gz', '.svg', '.ico', '.mp3', '.wav'}
10
11 # Map extensions to minted languages
12 EXT_TO_LANG = {
13 '.py': 'python',
14 '.js': 'javascript',
15 '.jsx': 'javascript',
16 '.ts': 'typescript',
17 '.tsx': 'typescript',
18 '.html': 'html',
19 '.css': 'css',
20 '.md': 'markdown',
21 '.json': 'json',
22 '.pl': 'prolog',
23 '.sh': 'bash',
24 '.xml': 'xml',
25 '.yml': 'yaml',
26 '.yaml': 'yaml',
27 '.c': 'c',
28 '.cpp': 'cpp',
29 '.h': 'cpp',
30 '.java': 'java',
31 '.txt': 'text'
32 }
33
34 def escape_latex(text):
35 chars = {
36 '&': r'\&',
37 '%': r'\%',
38 '$': r'\$',
39 '#': r'\#',
40 '_': r'_',
41 '{': r'\{',
42 '}': r'\}',
43 '~': r'\textasciitilde{}',
44 '^': r'\textasciicircum{}',
45 '\\': r'\textbackslash{}',
46 }
47 return ''.join(chars.get(c, c) for c in text)
48
49 def generate_latex_for_folder(folder_name, base_path, files_to_process):
50 if not files_to_process:
51 return
52
53 tex_filename = f"{folder_name} if folder_name else 'Root'.tex"
54 tex_path = os.path.join(OUTPUT_DIR, tex_filename)
55
56 print(f"Generating {tex_path} with {len(files_to_process)} files...")
57
58 with open(tex_path, 'w', encoding='utf-8') as f:
59 f.write(r"""\documentclass{article}
60 \usepackage{fontspec}
61 \usepackage{minted}
62 \usepackage{hyperref}""")

```

```

61 \usepackage{geometry}
62 \usepackage{xcolor}
63 \usepackage{fancyhdr}
64
65 \geometry{a4paper, margin=1in}
66 \usemintedstyle{friendly}
67 \setmonofont{Menlo} [Scale=MatchLowercase]
68
69 \pagestyle{fancy}
70 \fancyhf{}
71 \lhead{Code Documentation}
72 \rhead{"" + escape_latex(folder_name if folder_name else "Root Directory") + r""}
73 \cfoot{\thepage}
74
75 \title{Code Documentation: "" + escape_latex(folder_name if folder_name else "Root Directory") + r""}
76 \author{UMEDCTA Repository}
77 \date{\today}
78
79 \begin{document}
80
81 \maketitle
82 \tableofcontents
83 \newpage
84 """)

85
86 for file_path in sorted(files_to_process):
87 rel_path = os.path.relpath(file_path, ROOT_DIR)
88 ext = os.path.splitext(file_path)[1].lower()
89 lang = EXT_TO_LANG.get(ext, 'text')

90
91 f.write(f"\\"\\section{{\{escape_latex(rel_path)\}}}\n")

92
93 try:
94 with open(file_path, 'r', encoding='utf-8', errors='replace') as source_file:
95 content = source_file.read()
96 # Remove null bytes and other non-printable characters that might confuse TeX
97 content = content.replace('\x00', '')

98
99 # Basic check to avoid empty files or binary looking files
100 if not content.strip():
101 f.write("File is empty.\n")
102 continue

103
104 f.write(f"\\"\\begin{{minted}}[breaklines, linenos, fontsize=\\small,
105 \tframe=single]{\{lang\}}\n")
106 f.write(content)
107 # Split the end tag to avoid confusing minted when this script is documented
108 end_tag = "\\"end{" + "minted}"
109 f.write(f"\n{end_tag}\n\\newpage\n")
110 except Exception as e:
111 f.write(f"Error reading file: {e}\n")

112
113 f.write(r"\end{document}")

114
115 if not os.path.exists(OUTPUT_DIR):
116 os.makedirs(OUTPUT_DIR)

117
118 # 1. Identify top-level folders and root files
119 subfolders = []
120 root_files = []

121
122 for item in os.listdir(ROOT_DIR):
123 item_path = os.path.join(ROOT_DIR, item)
124 if item in SKIP_DIRS or item.startswith('.'):

```

```

125 continue
126
127 if os.path.isdir(item_path):
128 subfolders.append(item)
129 elif os.path.isfile(item_path):
130 ext = os.path.splitext(item)[1].lower()
131 if ext not in SKIP_EXTENSIONS:
132 root_files.append(item_path)
133
134 # Process Root Files
135 if root_files:
136 generate_latex_for_folder("", ROOT_DIR, root_files)
137
138 # Process Subfolders
139 for folder in subfolders:
140 folder_path = os.path.join(ROOT_DIR, folder)
141 files_in_folder = []
142 for root, dirs, files in os.walk(folder_path):
143 # Modify dirs in-place to skip unwanted directories
144 dirs[:] = [d for d in dirs if d not in SKIP_DIRS and not d.startswith('.')]
145
146 for file in files:
147 if file.startswith('.'):
148 continue
149 ext = os.path.splitext(file)[1].lower()
150 if ext not in SKIP_EXTENSIONS:
151 files_in_folder.append(os.path.join(root, file))
152
153 if files_in_folder:
154 generate_latex_for_folder(folder, folder_path, files_in_folder)
155
156 compile_pdffs()
157
158 def compile_pdffs():
159 print("\nCompiling PDFs...")
160 for filename in os.listdir(OUTPUT_DIR):
161 if filename.endswith(".tex"):
162 tex_path = os.path.join(OUTPUT_DIR, filename)
163 print(f"Compiling {filename}...")
164 try:
165 # Run xelatex twice to resolve TOC
166 # Using -shell-escape is crucial for minted.
167 # -interaction=nonstopmode prevents hanging on errors.
168 cmd = ['xelatex', '-shell-escape', '-interaction=nonstopmode', filename]
169 subprocess.run(cmd, cwd=OUTPUT_DIR, check=True, stdout=subprocess.DEVNULL,
170 stderr=subprocess.DEVNULL)
171 subprocess.run(cmd, cwd=OUTPUT_DIR, check=True, stdout=subprocess.DEVNULL,
172 stderr=subprocess.DEVNULL)
173 print(f"Successfully compiled {filename}")
174 except subprocess.CalledProcessError:
175 print(f"Error compiling {filename}. Check {filename.replace('.tex', '.log')} for
176 details.")
176
177 if __name__ == "__main__":
178 main()

```

## 7 hermeneutic\_quest.py

```

1 import time
2 import random
3 import sys
4
5 # =====
6 # CORE ENGINE: Base Arithmetic Logic
7 # =====
8
9 class BaseInt:
10 """Handles arithmetic and string representation for Base 5, 10, and 12."""
11 def __init__(self, value, base=10):
12 self.value = value
13 self.base = base
14
15 def __repr__(self):
16 return self.to_string()
17
18 def to_string(self):
19 if self.value == 0: return "0"
20 digits = []
21 n = abs(self.value)
22 while n:
23 rem = int(n % self.base)
24 if rem == 10: digits.append('T')
25 elif rem == 11: digits.append('E')
26 else: digits.append(str(rem))
27 n //= self.base
28 return "".join(digits[::-1])
29
30 @staticmethod
31 def from_string(s, base):
32 s = str(s).upper()
33 val = 0
34 for char in s:
35 if char == 'T': d = 10
36 elif char == 'E': d = 11
37 else: d = int(char)
38 val = val * base + d
39 return BaseInt(val, base)
40
41 def __add__(self, other): return BaseInt(self.value + other.value, self.base)
42 def __sub__(self, other): return BaseInt(self.value - other.value, self.base)
43 def __lt__(self, other): return self.value < other.value
44 def __eq__(self, other): return self.value == other.value
45
46 # =====
47 # STRATEGY AUTOMATA (Simplified for Gameplay)
48 # =====
49
50 class StrategyEngine:
51 """Houses the logic for the specific N101 strategies."""
52
53 @staticmethod
54 def run_RMB(A, B, base):
55 """Rearranging to Make Bases: A + B -> (A+K) + R"""
56 # Logic from SAR_ADD_RMB.py
57 target_base_val = ((A.value // base) + 1) * base
58 K_val = target_base_val - A.value
59 R_val = B.value - K_val
60
61 return {
62 "strategy": "RMB",
63 "A": A, "B": B,

```

```

64 "TargetBase": BaseInt(target_base_val, base),
65 "Gap (K)": BaseInt(K_val, base),
66 "Remainder (R)": BaseInt(R_val, base),
67 "Result": BaseInt(target_base_val + R_val, base)
68 }
69
70 @staticmethod
71 def run_Sliding(M, S, base):
72 """Sliding: M - S -> (M+K) - (S+K)"""
73 # Logic from SAR_SUB_Sliding.py
74 # Target: Make S a base multiple
75 target_S_val = ((S.value // base) + 1) * base
76 K_val = target_S_val - S.value
77
78 return {
79 "strategy": "Sliding",
80 "M": M, "S": S,
81 "Gap (K)": BaseInt(K_val, base),
82 "New S": BaseInt(target_S_val, base),
83 "New M": BaseInt(M.value + K_val, base),
84 "Result": BaseInt(M.value - S.value, base)
85 }
86
87 @staticmethod
88 def calculate_heuristic(groups, items, base):
89 """Logic from SMR_MULT_COMMUTATIVE_REASONING.py"""
90 score = 0
91 # Penalty if items are hard to count by
92 if items.value not in [1, 2, 5, base, base//2]:
93 score += 50
94 # Penalty for number of iterations
95 score += groups.value
96 return score
97
98 # =====
99 # GAME INTERFACE
100 # =====
101
102 class HermeneuticGame:
103 def __init__(self):
104 self.score = 0
105 self.level = 1
106 self.base = 10 # Defaults to 10, changes per level
107
108 def type_text(self, text, speed=0.01):
109 for char in text:
110 sys.stdout.write(char)
111 sys.stdout.flush()
112 time.sleep(speed)
113 print()
114
115 def header(self, title):
116 print("\n" + "="*60)
117 print(f" LEVEL {self.level}: {title}")
118 print("=".join(["="]*60) + "\n")
119
120 def get_input(self, prompt):
121 return input(f"\n[You]: {prompt} ").strip().upper()
122
123 def correct(self):
124 print("\n>>> CORRECT! Strategy Validated. <<<")
125 self.score += 10
126 time.sleep(0.5)
127
128 def fail(self, correct_answer):

```

```
129 print(f"\n>>> INCORRECT. The logic required was: {correct_answer} <<<")
130 time.sleep(1)
131
132 # --- LEVEL 1: Ace of Bases ---
133 def level_1_bases(self):
134 self.base = 5
135 self.header("THE ALIEN WORLD (Base 5)")
136 self.type_text("Welcome, Professor. Your first task is to master the language of 'Hands'.")
137 self.type_text("In Base 5, we count: 1, 2, 3, 4... and then?")
138
139 ans = self.get_input("What comes after 4 in Base 5? (Type digits like '10')")
140 if ans == "10": self.correct()
141 else: self.fail("10 (One Hand)")
142
143 self.type_text("\nGood. Now, predict the sequence boundary.")
144 problem = BaseInt(24, 5) # 44 in base 5
145 self.type_text(f"Current Number: {problem} (four hand four)")
146
147 ans = self.get_input(f"What comes after {problem} in Base 5?")
148 if ans == "100": self.correct()
149 else: self.fail("100 (One Hundred)")
150
151 # Base 12 Check
152 self.base = 12
153 self.header("INTO THE DOZENS (Base 12)")
154 self.type_text("Now entering Base 12. Remember: 9, T, E, 10...")
155
156 prob_val = 11 # E
157 b_prob = BaseInt(prob_val, 12)
158 ans = self.get_input(f"What is one more than {b_prob}?")
159 if ans == "10": self.correct()
160 else: self.fail("10 (One Dozen)")
161
162 self.level += 1
163
164 # --- LEVEL 2: Addition (RMB) ---
165 def level_2_addition(self):
166 self.base = 10
167 self.header("THE ART OF ASSEMBLY (RMB)")
168 self.type_text("Your student, Sarah, wants to add 8 + 5.")
169 self.type_text("She shouldn't just count on (9, 10, 11...).")
170 self.type_text("Guide her to use 'Rearranging to Make Bases' (RMB).")
171
172 A = BaseInt(8, 10)
173 B = BaseInt(5, 10)
174
175 self.type_text(f"\nProblem: {A} + {B}")
176
177 # Step 1: Gap Finding
178 target_base = 10
179 k_correct = 2 # 8 needs 2 to make 10
```

## 8 index.html

```
1 <!DOCTYPE html>
2 <html lang="en">
3 <head>
4 <meta charset="UTF-8" />
5 <meta name="viewport" content="width=device-width, initial-scale=1.0" />
6 <title>Dialectical Interpreter</title>
7 <script src="https://cdn.tailwindcss.com"></script>
8 </head>
9 <body>
10 <div id="root"></div>
11 <script type="module" src="/src/main.jsx"></script>
12 </body>
13</html>
```

## 9 package-lock.json

```

1 {
2 "name": "umedcta",
3 "version": "1.0.0",
4 "lockfileVersion": 3,
5 "requires": true,
6 "packages": {
7 "": {
8 "name": "umedcta",
9 "version": "1.0.0",
10 "license": "ISC",
11 "dependencies": {
12 "@vitejs/plugin-react": "^5.1.0",
13 "concurrently": "^9.2.1",
14 "cors": "^2.8.5",
15 "dotenv": "^17.2.3",
16 "express": "^5.1.0",
17 "lucide-react": "^0.552.0",
18 "react": "^19.2.0",
19 "react-dom": "^19.2.0",
20 "vite": "^7.1.12"
21 }
22 },
23 "node_modules/@babel/code-frame": {
24 "version": "7.27.1",
25 "resolved": "https://registry.npmjs.org/@babel/code-frame/-/code-frame-7.27.1.tgz",
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27 "license": "MIT",
28 "dependencies": {
29 "@babel/helper-validator-identifier": "^7.27.1",
30 "js-tokens": "^4.0.0",
31 "picocolors": "^1.1.1"
32 },
33 "engines": {
34 "node": ">=6.9.0"
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36 },
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41 "license": "MIT",
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50 "license": "MIT",
51 "dependencies": {
52 "@babel/code-frame": "^7.27.1",
53 "@babel/generator": "^7.28.5",
54 "@babel/helper-compilation-targets": "^7.27.2",
55 "@babel/helper-module-transforms": "^7.28.3",
56 "@babel/helpers": "^7.28.4",
57 "@babel/parser": "^7.28.5",
58 "@babel/template": "^7.27.2",
59 "@babel/traverse": "^7.28.5",

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60 "@babel/types": "^7.28.5",
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63 "debug": "^4.1.0",
64 "gensync": "^1.0.0-beta.2",
65 "json5": "^2.2.3",
66 "semver": "^6.3.1"
67 },
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73 "url": "https://opencollective.com/babel"
74 }
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80 "license": "MIT",
81 "dependencies": {
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83 "@babel/types": "^7.28.5",
84 "@jridgewell/gen-mapping": "^0.3.12",
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96 "license": "MIT",
97 "dependencies": {
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249 "@babel/types": "^7.27.1"
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257 "resolved": "https://registry.npmjs.org/@babel/traverse/-/traverse-7.28.5.tgz",
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263 "@babel/helper-globals": "^7.28.0",
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277 "license": "MIT",
278 "dependencies": {
279 "@babel/helper-string-parser": "^7.27.1",
280 "@babel/helper-validator-identifier": "^7.28.5"
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293 "license": "MIT",
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294 "optional": true,
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307 "cpu": [
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1300 "string-width": "^4.2.0",
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1302 "wrap-ansi": "^7.0.0"
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1333 "rxjs": "7.8.2",
1334 "shell-quote": "1.8.3",
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1337 "yargs": "17.7.2"
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1347 "url": "https://github.com/open-cli-tools/concurrently?sponsor=1"
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1386 "resolved": "https://registry.npmjs.org/cookie-signature/-/cookie-signature-1.2.2.tgz",

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2606 "resolved": "https://registry.npmjs.org/vary/-/vary-1.1.2.tgz",
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2608 "sha512-BNGbWLfd0eUPabhkXUVm0j8uuvREyTh5ovRa/dyow/BqAbZJyC+5fU+IzQ0zmAKzYqYRAISoRhdQr3eIZ/PXqg==",
2609 "license": "MIT",
2610 "engines": {
2611 "node": ">= 0.8"
2612 }
2613 },
2614 "node_modules/vite": {
2615 "version": "7.1.12",
2616 "resolved": "https://registry.npmjs.org/vite/-/vite-7.1.12.tgz",
2617 "integrity":
2618 "sha512-ZWyE8YXEXqJrrSLvYgrRP7p620ziLW7xI5HYGWFz0vupfAlrLvURSzv/FyGyy0eidogEM3ujU+kUG1zuHgb6Ug==",
2619 "license": "MIT",
2620 "dependencies": {
2621 "esbuild": "^0.25.0",
2622 "fdir": "^6.5.0",
2623 "picomatch": "^4.0.3",
2624 "postcss": "^8.5.6",
2625 }
2626 }
2627 }
```

```
2620 "rollup": "^4.43.0",
2621 "tinyglobby": "^0.2.15"
2622 },
2623 "bin": {
2624 "vite": "bin/vite.js"
2625 },
2626 "engines": {
2627 "node": "^20.19.0 || >=22.12.0"
2628 },
2629 "funding": {
2630 "url": "https://github.com/vitejs/vite?sponsor=1"
2631 },
2632 "optionalDependencies": {
2633 "fsevents": "~2.3.3"
2634 },
2635 "peerDependencies": {
2636 "@types/node": "^20.19.0 || >=22.12.0",
2637 "jiti": ">=1.21.0",
2638 "less": "^4.0.0",
2639 "lightningcss": "^1.21.0",
2640 "sass": "^1.70.0",
2641 "sass-embedded": "^1.70.0",
2642 "stylus": ">=0.54.8",
2643 "sugarss": "^5.0.0",
2644 "terser": "^5.16.0",
2645 "tsx": "^4.8.1",
2646 "yaml": "^2.4.2"
2647 },
2648 "peerDependenciesMeta": {
2649 "@types/node": {
2650 "optional": true
2651 },
2652 "jiti": {
2653 "optional": true
2654 },
2655 "less": {
2656 "optional": true
2657 },
2658 "lightningcss": {
2659 "optional": true
2660 },
2661 "sass": {
2662 "optional": true
2663 },
2664 "sass-embedded": {
2665 "optional": true
2666 },
2667 "stylus": {
2668 "optional": true
2669 },
2670 "sugarss": {
2671 "optional": true
2672 },
2673 "terser": {
2674 "optional": true
2675 },
2676 "tsx": {
2677 "optional": true
2678 },
2679 "yaml": {
2680 "optional": true
2681 }
2682 }
2683 },
2684 "node_modules/wrap-ansi": {
```

```
2685 "version": "7.0.0",
2686 "resolved": "https://registry.npmjs.org/wrap-ansi/-/wrap-ansi-7.0.0.tgz",
2687 "integrity":
2688 → "sha512-YVGIj2kamLSTxw6NsZjoBxfSwsn0ycdesmc4p+Q21c5zPuZ1pl+NfxVdxPtdHvmNV0Q6XSYG4AUyt/Fi7D16Q==",
2689 "license": "MIT",
2690 "dependencies": {
2691 "ansi-styles": "^4.0.0",
2692 "string-width": "^4.1.0",
2693 "strip-ansi": "^6.0.0"
2694 },
2695 "engines": {
2696 "node": ">=10"
2697 },
2698 "funding": {
2699 "url": "https://github.com/chalk/wrap-ansi?sponsor=1"
2700 }
2701 },
2702 "node_modules/wrappy": {
2703 "version": "1.0.2",
2704 "resolved": "https://registry.npmjs.org/wrappy/-/wrappy-1.0.2.tgz",
2705 "integrity":
2706 → "sha512-l4Sp/DRseor9wl6EvV2+TuQn63dMkPjZ/sp9XkghTEbV9KlPS1xUsZ3u7/IQ04wxtcFB4bgpQPRcR3QCvezPcQ==",
2707 "license": "ISC"
2708 },
2709 "node_modules/y18n": {
2710 "version": "5.0.8",
2711 "resolved": "https://registry.npmjs.org/y18n/-/y18n-5.0.8.tgz",
2712 "integrity":
2713 → "sha512-0pFFzegeDWJHJIAmTLRP2DwHjdF5s7jo9tuztdQxAhINCdvS+3nGINqPd00AphqJR/0LhANUS6/+7SCb98Y0fA==",
2714 "license": "ISC",
2715 "engines": {
2716 "node": ">=10"
2717 }
2718 },
2719 "node_modules/yallist": {
2720 "version": "3.1.1",
2721 "resolved": "https://registry.npmjs.org/yallist/-/yallist-3.1.1.tgz",
2722 "integrity":
2723 → "sha512-a4UGQaWPH59m0XUYnAG2ewncQS4i4F43Tv3JoAM+s2VDAms9NsK8GpDMLrCHPkFT7h3K6T0oUNn2pb7RoXx4g==",
2724 "license": "ISC"
2725 },
2726 "node_modules/yargs": {
2727 "version": "17.7.2",
2728 "resolved": "https://registry.npmjs.org/yargs/-/yargs-17.7.2.tgz",
2729 "integrity":
2730 → "sha512-7dSzzRQ++CKnNI/krKnYRV7JKPUXMEh61soaHKg9mrWEhzFWhFnPxGl+69cD10u63C13NUPCnmIcrvqCuM6w==",
2731 "license": "MIT",
2732 "dependencies": {
2733 "cliui": "^8.0.1",
2734 "escalade": "^3.1.1",
2735 "get-caller-file": "^2.0.5",
2736 "require-directory": "^2.1.1",
2737 "string-width": "^4.2.3",
2738 "y18n": "^5.0.5",
2739 "yargs-parser": "^21.1.1"
2740 },
2741 "engines": {
2742 "node": ">=12"
2743 }
2744 },
2745 "node_modules/yargs-parser": {
2746 "version": "21.1.1",
2747 "resolved": "https://registry.npmjs.org/yargs-parser/-/yargs-parser-21.1.1.tgz",
2748 "integrity":
2749 → "sha512-tVpsJW7DdjecAiFpbIB1e3qxIQsE6NoPc5/eTdrbbIC4h0LVsWhnoa3g+m2HclBIujHzsxZ4VJVA+GUuc2/LBw==",
```

```
2744 "license": "ISC",
2745 "engines": {
2746 "node": ">=12"
2747 }
2748 }
2749 }
2750
2751 }
```

## 10 package.json

```
1 {
2 "name": "umedcta",
3 "version": "1.0.0",
4 "type": "module",
5 "description": "",
6 "main": "index.js",
7 "scripts": {
8 "dev": "concurrently \"npm run server\" \"npm run client\"",
9 "server": "node server.js",
10 "client": "vite",
11 "build": "vite build",
12 "preview": "vite preview"
13 },
14 "repository": {
15 "type": "git",
16 "url": "git+https://github.com/TioSavich/UMEDCTA.git"
17 },
18 "keywords": [],
19 "author": "",
20 "license": "ISC",
21 "bugs": {
22 "url": "https://github.com/TioSavich/UMEDCTA/issues"
23 },
24 "homepage": "https://github.com/TioSavich/UMEDCTA#readme",
25 "dependencies": {
26 "@vitejs/plugin-react": "^5.1.0",
27 "concurrently": "^9.2.1",
28 "cors": "^2.8.5",
29 "dotenv": "^17.2.3",
30 "express": "^5.1.0",
31 "lucide-react": "^0.552.0",
32 "react": "^19.2.0",
33 "react-dom": "^19.2.0",
34 "vite": "^7.1.12"
35 }
36 }
37 }
```

## 11 server.js

```
1 import express from 'express';
2 import cors from 'cors';
3 import dotenv from 'dotenv';
4
5 dotenv.config();
6
7 const app = express();
8 const PORT = 3001;
9
10 // Middleware
11 app.use(cors());
12 app.use(express.json({ limit: '10mb' }));
13
14 // Proxy endpoint for Anthropic API
15 app.post('/api/anthropic', async (req, res) => {
16 try {
17 const apiKey = process.env.VITE_ANTHROPIC_API_KEY;
18
19 if (!apiKey) {
20 return res.status(500).json({
21 error: 'API key not configured. Please create a .env file with VITE_ANTHROPIC_API_KEY'
22 });
23 }
24
25 const response = await fetch('https://api.anthropic.com/v1/messages', {
26 method: 'POST',
27 headers: {
28 'Content-Type': 'application/json',
29 'x-api-key': apiKey,
30 'anthropic-version': '2023-06-01'
31 },
32 body: JSON.stringify(req.body)
33 });
34
35 const data = await response.json();
36
37 if (!response.ok) {
38 return res.status(response.status).json(data);
39 }
40
41 res.json(data);
42 } catch (error) {
43 console.error('Server error:', error);
44 res.status(500).json({
45 error: 'Failed to process request',
46 message: error.message
47 });
48 }
49 });
50
51 app.listen(PORT, () => {
52 console.log(`Backend server running on http://localhost:${PORT}`);
53 console.log(`Ready to proxy requests to Anthropic API`);
54 });

55
```

## 12 strategy\_game.py

```
1 import sys
2 import os
3 import time
4 import random
5 import contextlib
6 import io
7 import pandas as pd
8
9 # Add the Python_Tests directory to sys.path so we can import the modules
10 current_dir = os.path.dirname(os.path.abspath(__file__))
11 strategies_dir = os.path.join(current_dir, 'Calculator', 'Python_Tests')
12 sys.path.append(strategies_dir)
13
14 # Context manager to suppress stdout during imports of scripts that run code on import
15 @contextlib.contextmanager
16 def suppress_stdout():
17 s = io.StringIO()
18 old_stdout = sys.stdout
19 sys.stdout = s
20 try:
21 yield
22 finally:
23 sys.stdout = old_stdout
24
25 # Import the strategy modules safely
26 print("Loading Educational Modules...")
27 with suppress_stdout():
28 try:
29 import SAR_ADD_RMB
30 import SAR_SUB_Sliding
31 # We might need to copy the DPDA logic if counting_on_back is hard to import
32 # But let's try importing it.
33 import counting_on_back
34 except ImportError as e:
35 print(f"\nError loading modules: {e}")
36 print("Make sure you are running this from the UMEDCTA root directory.")
37 sys.exit(1)
38 except Exception as e:
39 # Some other error during execution of the scripts
40 pass
41
42 print("Modules Loaded Successfully.")
43
44 class PedagogyQuest:
45 def __init__(self):
46 self.score = 0
47 self.name = ""
48
49 def clear_screen(self):
50 os.system('cls' if os.name == 'nt' else 'clear')
51
52 def type_text(self, text, speed=0.02, newline=True):
53 for char in text:
54 sys.stdout.write(char)
55 sys.stdout.flush()
56 time.sleep(speed)
57 if newline:
58 print()
59
60 def get_input(self, prompt):
61 print(f"\n{prompt}")
62 return input("> ").strip()
63
```

```

64 def start(self):
65 self.clear_screen()
66 self.type_text("Welcome to the UMEDCTA Pedagogical Simulator.")
67 self.type_text("You are a Master Teacher training to diagnose and guide student thinking.")
68 self.name = self.get_input("Enter your name, Professor:")
69
70 while True:
71 self.clear_screen()
72 print(f"Professor {self.name} | Score: {self.score}")
73 print("*" * 40)
74 print("SELECT A MODULE:")
75 print("1. The Robot Counter (Algorithmic Thinking)")
76 print("2. Sarah's Addition (Rearranging to Make Bases)")
77 print("3. Sam's Subtraction (Sliding/Constant Difference)")
78 print("Q. Quit")
79
80 choice = self.get_input("Choose a module:")
81
82 if choice == '1':
83 self.run_counting_level()
84 elif choice == '2':
85 self.run_rmb_level()
86 elif choice == '3':
87 self.run_sliding_level()
88 elif choice.lower() == 'q':
89 print("Class dismissed.")
90 break
91 else:
92 print("Invalid selection.")
93 time.sleep(1)
94
95 # --- LEVEL 1: COUNTING (DPDA) ---
96 def run_counting_level(self):
97 self.clear_screen()
98 self.type_text("MODULE 1: THE ROBOT COUNTER")
99 self.type_text("A robot uses a stack of plates to count. H=Hundreds, T=Tens, U=Units.")
100 self.type_text("It processes 'ticks' (count up) and 'tocks' (count down).")
101
102 # Generate a problem
103 start_val = random.randint(0, 20)
104 ticks = random.randint(5, 15)
105 direction = random.choice(['up', 'down'])
106
107 # If down, make sure we don't go below zero for this simple level
108 if direction == 'down' and ticks > start_val:
109 start_val = ticks + random.randint(1, 10)
110
111 self.type_text(f"\nScenario: The robot starts with {start_val}.")
112 self.type_text(f"It receives {ticks} {'tick' if direction == 'up' else 'tock'} signals.")
113
114 # Use the imported logic to get the real answer
115 try:
116 # The count_dpda function in counting_on_back.py takes (N, k, direction)
117 # N is initial ticks, k is additional operations
118 # So we simulate N=start_val, k=ticks
119 correct_val = counting_on_back.count_dpda(start_val, ticks, direction)
120
121 ans = self.get_input(f"What number will the robot display?")
122
123 if ans.isdigit() and int(ans) == correct_val:
124 self.type_text("Correct! The automaton state matches your prediction.")
125 self.score += 10
126 else:
127 self.type_text(f"Incorrect. The robot displays {correct_val}.")

```

```

128 self.type_text("Remember: The robot handles carries and borrows automatically via stack
129 ↪ rules.")
130
131 except Exception as e:
132 self.type_text(f"Simulation Error: {e}")
133
134 input("\nPress Enter to continue...")
135
136 # --- LEVEL 2: ADDITION (RMB) ---
137 def run_rmb_level(self):
138 self.clear_screen()
139 self.type_text("MODULE 2: REARRANGING TO MAKE BASES (RMB)")
140 self.type_text("Student: Sarah. Strategy: Make 10 (or Base B).")
141
142 base = 10
143 A = random.randint(6, 9)
144 B = random.randint(4, 9)
145 # Ensure we actually cross a ten
146 if A + B < 10: B = 10 - A + random.randint(1, 5)
147
148 self.type_text(f"\nProblem: {A} + {B}")
149 self.type_text(f"Sarah wants to keep the {A} and make it a {base}.")
150
151 # Run simulation to get the "truth"
152 rmb = SAR_ADD_RMB.RMBAutomatonIterative(A, B, Base=base)
153 # We run it to populate history, but we want to step through it conceptually
154 rmb.run()
155 history = rmb.history
156
157 # Step 1: Gap
158 target_base = ((A // base) + 1) * base
159 k_needed = target_base - A
160
161 ans = self.get_input(f"How many does {A} need to become {target_base}?"')
162 if ans == str(k_needed):
163 self.type_text("Correct. That is the Gap (K).")
164 self.score += 5
165 else:
166 self.type_text(f"Not quite. {A} needs {k_needed} to reach {target_base}.")
167
168 # Step 2: Decompose B
169 b_rem = B - k_needed
170 ans = self.get_input(f"If she takes {k_needed} from {B}, what is left?")
171 if ans == str(b_rem):
172 self.type_text("Correct. That is the Remainder.")
173 self.score += 5
174 else:
175 self.type_text(f"No. {B} - {k_needed} = {b_rem}.")
176
177 # Step 3: Result
178 result = A + B
179 self.type_text(f"So she has {target_base} + {b_rem}.")
180 ans = self.get_input("Final Answer?")
181 if ans == str(result):
182 self.type_text("Excellent. You have successfully guided the student.")
183 self.score += 10
184 else:
185 self.type_text(f"The answer is {result}.")
186
187 input("\nPress Enter to continue...")
188
189 # --- LEVEL 3: SUBTRACTION (SLIDING) ---
190 def run_sliding_level(self):
191 self.clear_screen()
192 self.type_text("MODULE 3: SLIDING (CONSTANT DIFFERENCE)")

```

```
192 self.type_text("Student: Sam. Strategy: Adjust both numbers to make subtraction easy.")
193
194 M = random.randint(30, 90)
195 S = random.randint(11, M - 10)
196 # Ensure S is not a multiple of 10, to make it interesting
197 if S % 10 == 0: S += random.randint(1, 9)
198 if S > M: S = M - random.randint(1, 10) # Safety check
199
200 self.type_text(f"\nProblem: {M} - {S}")
201 self.type_text("Sam wants to slide the numbers so the subtrahend (bottom number) becomes a
202 ↪ friendly base.")
203
204 # Run simulation
205 slider = SAR_SUB_Sliding.SlidingAutomaton(M, S)
206 slider.run()
207
208 # Step 1: Target
209 target_s = ((S // 10) + 1) * 10
210 k = target_s - S
211
212 ans = self.get_input(f"What is the nearest higher multiple of 10 for {S}?")
213 if ans == str(target_s):
214 self.type_text("Correct.")
215 self.score += 5
216 else:
217 self.type_text(f"Target is {target_s}.")
218
219 # Step 2: Adjustment
220 ans = self.get_input(f"How much do we add to both numbers (the slide)?")
221 if ans == str(k):
222 self.type_text("Correct. We slide up by {k}.")
223 self.score += 5
224 else:
225 self.type_text(f"We need to add {k}.")
226
227 # Step 3: New Problem
228 new_m = M + k
229 new_s = S + k
230 self.type_text(f"New Problem: {new_m} - {new_s}")
231
232 ans = self.get_input("Final Result?")
233 if ans == str(new_m - new_s):
234 self.type_text("Perfect. The distance remains constant.")
235 self.score += 10
236 else:
237 self.type_text(f"Result is {new_m - new_s}.")
238
239 input("\nPress Enter to continue...")
240
241 if __name__ == "__main__":
242 game = PedagogyQuest()
243 game.start()
```

## 13 vite.config.js

```
1 import { defineConfig } from 'vite';
2 import react from '@vitejs/plugin-react';
3
4 export default defineConfig({
5 plugins: [react()],
6 server: {
7 port: 3000,
8 },
9 });
10
```