BO1 History of Mathematics Lecture XVI Concluding miscellany

MT 2021 Week 8

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 Questionnaires (find them on moodle, must be done before 10th December / Friday 9th Week)

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The exam (briefly)

Points to ponder

Hilary Term reading course

Typical exam questions - section 1

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Typical exam questions - section 1

Q. Comment on the context, content and significance of the following extract:

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Something historical and mathematical

Q. Comment on the context, content and significance of the following extract:

Something historical and mathematical

(Choose, for example, any quotation that has appeared in the lectures, or been referenced on the sheets.)

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Typical exam questions - section 2

Q. Discuss, with reference to specific examples, how concept X (or terminology Y, or notation Z, \ldots) has developed between 1600 and 1900.

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Q. Discuss, with reference to specific examples, how concept X (or terminology Y, or notation Z, \ldots) has developed between 1600 and 1900.

Q. Discuss with reference to specific examples, how attitudes towards X have changed between 1600 and 1900.

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Q. Discuss the significance of text X.

Q. Discuss, with reference to specific examples, how concept X (or terminology Y, or notation Z, ...) has developed between 1600 and 1900.

Q. Discuss with reference to specific examples, how attitudes towards X have changed between 1600 and 1900.

Q. Discuss the significance of text X.

Q. Describe some aspects of the work of major figure X.

Points to ponder (1)

What is the history of mathematics?

What does it mean to study the history of mathematics?

What is mathematics?

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What do you think the words 'mathematics' and 'mathematician' have meant throughout this course?

Have they had the same meanings throughout?

More generally, have they had the same meanings throughout history?

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If we choose to understand the word 'mathematics' differently, how does this change our view of the history of mathematics?

How could a revised definition of 'mathematics' change the selection of people and cultures who appear in the story?

What does the study of the history of mathematics have to tell us about the way in which we approach mathematics nowadays?

HT reading course: content

The circulation of differential calculus between France and Britain in the early 19th century.

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HT reading course: content

The circulation of differential calculus between France and Britain in the early 19th century.

- Review of *Mécanique Céleste*, John Playfair. [Review].
- New Series of the Mathematical Repository, (Herschel, Ivory, Somerville, Wallace...) [Question and Answer Section].
- An Elementary Treatise on the Differential and Integral Calculus. By S. F. Lacroix. Translated from the French., (Herschel, Peacock, Cambridge University...) [Textbook].

Seminars: weekly classes of an hour and a half each, almost certainly in person (hybrid or online if necessary)

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Essays: up to 2,000 words to be submitted in advance for discussion in the seminars in weeks 3, 5 and 7

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Essays: up to 2,000 words to be submitted in advance for discussion in the seminars in weeks 3, 5 and 7

Assessment: extended essay (3,000 words), details of which will be announced in week 7. To be submitted by 12 noon on Monday of week 10.

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HT reading course: vacation work

Vacation reading for discussion in first-week seminar in HT will appear on the course webpage during Week 9 of MT.

The British Society for the History of Mathematics:

www.bshm.ac.uk



BSHM undergraduate essay prize

http://www.bshm.ac.uk/undergraduate-essay-prize



See you next term...



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